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

January 9, 2013

Sylvania CC, Conference Rm B

Information Items from the Curriculum Office:

(These items do not require curriculum committee recommendation)

Experimental Courses:

GEO 299 – GIS Programming
PHL 299D – Philosophy of Democracy
MM 199G – Directing Actors for Recording
MUC 199C – Computer Notation and Scoring 2
MM 299S – Field Sound for Video

Course Inactivation:

CH 110 – ChemExcel

Available Grading Option:

None

Old Business:

58. DS 103 – Fuel Injection Systems Course Revision – Out

59. DS 106 – PMI/Detroit Diesel Elect Contr Course Revision – Out

60. DS 106 – PMI/Detroit Diesel Electronic Contr Contact/Credit Hour Change

150. ID 234 – Advanced Interiors Course Revision – Des, req

152. D 275 – Dance and Hip Hop Culture New Course

168. MSD 198B – Exploring the 7 Habits of Highly Effective People Course Revision – Number, Des. Out

169. HEC 9421 – Living and Learning with Your Toddler Course Revision – Number, Des

198. ART 143 – B&W Photo II (Darkroom)

Course Revision - Number, Title, Des, Out, Req

199. ART 143B – B&W Photo II (Darkroom) New Course

200. ART 143C – B&W Photo II (Darkroom) New Course

204. ART 218 – Lettering Calligraphy I Course Revision – Number, Title, Des, Out

205. ART 218B – Lettering Calligraphy I New Course

206. ART 218C – Lettering Calligraphy I New Course

207. ART 220 – Adv Lettering and Seminar Course Revision – Number, Title, Des, Out

208. ART 220B – Advanced Calligraphy New Course

209. ART 220C – Advanced Calligraphy New Course

246. ART 287 – Watercolor II Course Revision – Number, Title, Des, Out

247. ART 287B – Water Media II B New Course

248. ART 287C – Water Media II C New Course

New Business:

264. DS 206 – Medium/Heavy Duty Brakes, Suspension and Steering System Contact/Credit Hour

265. ASL 240 – Deaf Studies Course Revision – Title

266. ITP 131 – Deaf Culture Course Revision – Title 267. ITP 262 – Interpreting Theory III Course Revision – Des, Out, Req

268. ITP 180 – Field Experience Contact/Credit Hour Change

269. ITP 211 – American Sign Language IV Contact/Credit Hour Change

270. ITP 212 – American Sign Language V Contact/Credit Hour Change

271. ITP 231 – ASL Linguistics II Contact/Credit Hour Change

272. ITP 262 – Interpreting Theory III Contact/Credit Hour Change

273. ITP 270 – Interpreting Process I Contact/Credit Hour Change

274. ITP 273 – Interpreting Process IV Contact/Credit Hour Change

275. ITP 274 – Interpreting Process V Contact/Credit Hour Change

276. ITP 279 – Mock Interpreting I Contact/Credit Hour Change

277. ASL 260 – Introduction to Interpreting New Course

278. ITP 132 – Deaf Culture II New Course

279. ITP 263 – Interpreting Theory IV New Course

280. CIS 121 – Computer Concepts II Course Revision – Des, Out, Req

281. CIS 121 – Computer Concepts II Related Instruction

282. CIS 133W – JavaScript for Web Developers Course Revision – Requisites

283. HE 252 – First Aid Basics & Beyond Course Revision – Des

285. MM 146 – Directing Actors for Recordings New Course

286. MM 247 – Field Sound for Video New Course

287. MM 250 – Adv MM Project Development I Course Revision – Req

288. MM 259 – Screenwriting/Preproduction Course Revision – Req

289. ECE 130 – Practicum
Course Revision – Number, Title, Des, Out, Req

290. ECE 130B – Practicum Seminar 2 New Course

291. ECE 130C – Practicum Seminar 3 New Course

292. ECE 131 – Practicum 1 Teach-Inf/Todd/Pres Course Revision – Number, Title, Des, Out, Req

293. ECE 131b – Practicum for Experienced Teachers 2 New Course

294. ECE 131C – Practicum for Experienced Teachers 3 New Course

295. ECE 260 – Advanced Practicum Seminar Course Revision – Number, Title, Des, Out, Req

296. ECE 260B – Advanced Practicum Seminar 2 New Course

297. HIM 110 – Health Information Technology 1 Course Revision – Title, Out

298. HIM 120 – Health Information Technology 2 Course - Title, Des, Out

299. HIM 136 – Medications Course Revision – Des, Out

300. HIM 275 – Classification Systems III Course Revision – Title, Out

301. HIM 281 – Data Management and Analysis 1 Course Revision – Title

302. HIM 282 – Data Management and Analysis 2 Course Revision – Title, Des, Out

303. HIM 286 – Data Management and Analysis 1 Lab Course Revision – title

304. HIM 290 – Health Information Technology III Course Revision – Title

305. CMET 121 – Strength of Materials Course Revision – Des, Out, Req

306. CMET 214 – Route Surveying Course Revision – Title, Des, Out, Req.

307. CMET 221 – Environmental Systems Course Revision – Des, Out

308. CMET 221 – Environmental Systems Contact/Credit Hour Change

309. CMET 233 – CET Applied CAD Course Revision – Des, Out, Req

310. CMET 237 – MET Applied CAD Course Revision – Des, Out, Req

311. CMET 241 – Structural Steel Drafting Course Revision – Des, Out, Req

312. ENGR 102 – Engineering Graphics Course Revision – Des, Out, Req

313. ENGR 226 – Plane Surveying Course Revision – Des, Out, Reg

314. ENGR 262 – Manufacturing Processes Course Revision – Des, Out, Req

315. GRN 237 – End of Life Therapies Course Revision – Des

316. GRN 239 – End of Life Practices New Course

317. GRN 235 – Introduction to Dementia Care Contact/Credit Hour Change

318. GRN 236 – Dementia Care Practice Contact/Credit Hour Change

319. CAS 106 – Introduction to X/HTML Course Revision – Title, Des, Out

320. CAS 111D – Beginning Website: Dreamweaver Course Revision – Des

321. CAS 206 – Principles of XHTML Course Revision – Title, Des, Out

322. CAS 215 – CSS and Dynamic HTML Course Revision – Title, Des

323. VT 104 – Facility Ward Care New Course

Course Revision

Check all that apply- double click on the check box which opens the task window	ave this document as the course prefix and number end completed form electronically to curriculum@pcc.edu

Section #1 Ge	eneral Information		
Department	Diesel Service Technology	Submitter name	Tyler Phillis
		Phone	7204
		Email	tyler.phillis@pcc.edu
Current prefix and number	DS103	Proposed prefix and number	DS103
Current course title	Fuel Injection Systems	Proposed title (60 characters max)	Fuel Injection Systems
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description

(required information for all course revisions. Include requisites)

Covers fuel injection systems and how they relate to diesel engine performance and operation. Explores the operations of all major fuel injection devices including diesel fuels, fuel transfer pumps, fuel nozzles, fuel injectors, filtration systems, metering systems and governing systems.

8

Technology Math Entrance Exam. Audit available.	
Reason for change No changes	

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

Current learning outcomes New learning outcomes (required information for all course revisions) Apply diesel engine knowledge to diesel Apply diesel engine knowledge to diesel fuel injections systems functions and fuel injections systems functions and how how they relate to engine operation and they relate to engine operation and performance. performance. Develop skill to be able to competently Competently troubleshoot, evaluate and troubleshoot, evaluate and repair diesel repair diesel fuel injection systems. fuel injection systems. Disassemble test and reassemble fuel injection components. Test diesel engines for fuel system malfunctions. Apply knowledge of diesel fuels, fuel injection systems and how they relate to engine performance. Research and locate repair literature. Reason Improvement of second outcome and addition of last four. for change

prefix & number:

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 none prefix & number: Prerequisite Corequisite pre/con

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

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			cores			
		☐ Prei	requisite	Со	requisite	pre/con
		☐ Pre	requisite	Со	requisite	pre/con
	I for related instruction? lated instruction template		s by revie	wing	☐ ye	S
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.			. Then this submit this			
that may impact of	ER DEPARTMENTS AN other departments or ceir program or as a pre	ampuses, such a	s academ	ic prog	rams that	
Please provide det	tails, who was contacted	and the resolution	١.			
☐ Yes ⊠ No						
Implementation term	✓ Next available te✓ Fall 2012	rm after approval				
	to complete the approval		heduling t	he cour	se. See th	ne timeline
Section # 2 Depart	tment Review					
	been reviewed at the SA			bmissio	n	
SAC Chair Email Date						
Tylo	er Phillis	<u>tyler.phil</u>	lis@pcc.ed	<u>lu</u>	12	2/14/2012
SAC Administrative Liaison (type name) Email Date			Date			
Irene Giustini			@pcc.edu	<u>J</u>		
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Course Revision

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

Save this document as the course prefix and number

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

Section #1 G	eneral Information		
Department	Diesel Service Technology	Submitter name	Tyler Phillis
		Phone	7204
		Email	tyler.phillis@pcc.edu
Current prefix and number	DS 106	Proposed prefix and number	DS 106
Current course title	PMI/Detroit Diesel Elect Contr	Proposed title (60 characters max)	PMI/Detroit Diesel Elect Contr
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Preventive Maintenance Inspection (PMI) of vehicles, Department of Transportation (D.O.T.) out of service criteria, PM scheduling, lubricants and winterizing. Detroit Diesel Electronic Control (DDEC) learn to understand and troubleshoot system. Audit available.	Covers preventive Maintenance Inspection (PMI) of vehicles, Department of Transportation (D.O.T.) out of service criteria, PM scheduling, lubricants and winterizing. Covers Detroit Diesel Electronic Control (DDEC) operation and diagnostics. Prerequisites: RD 80 or equivalent placement test score and MTH 20 or equivalent placement test score or successful

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

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 New learning outcomes (required information for all course revisions) Apply knowledge of diesel engine Apply knowledge of diesel engine diagnostic tune up. diagnostic tune up. Analyze and diagnose diesel engines Analyze and diagnose diesel engines support systems. support systems. Apply working knowledge about the tools Apply working knowledge about the tools and materials needed to properly analyze and materials needed to properly analyze and tune up diesel engines. and tune up diesel engines. Apply personal safety by using protective Apply personal safety by using protective gear and safe procedures in all work gear and safe procedures in all work areas. areas. Reason No changes to outcomes. 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 prerequisive Prerequisite Opt out form.	sites at a lower level,	you will need to us	e the
Current prerequisites, core	quisites and cond	current	
If you are NOT changing prerequisites or c	o-requisites DO N	OTHING in this ar	rea
☐ Standard prerequisites - WR 115, RD 115 and M	ΓΗ 20 or equivalen	t placement test s	cores
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, core	equisites and conc	urrent	
If you are NOT changing prerequisites or c	o-requisites DO N	OTHING in this ar	rea
☐ Standard prerequisites - WR 115, RD 115 and M	ΓH 20 or equivalen	t placement test s	cores
	☐ Prerequisite	☐ Corequisite	pre/con

	Prerequisite Co	requisite pre/con			
Is this course used for related instruction? Plet the inventory of <u>related instruction templates</u> .	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND (that may impact other departments or cam this course for their program or as a prerec	puses, such as academic prog	rams that require			
Please provide details, who was contacted and	d the resolution.				
Yes No					
Implementation term □ Next available term Fall 2012	after approval				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC I	evel and approved for submission	n			
SAC Chair	SAC Chair Date				
Tyler Phillis <u>tyler.phillis@pcc.edu</u> 12/14/2012					
SAC Administrative Liaison (type name)	Date				
Irene Giustini <u>igiustin@pcc.edu</u>					
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course revision 3

Contact and/or Credit Hour Change

Section #1 G	General Information				
Department	Diesel Service Technology	Submitter name, Tyler Phillis, 971-722-7204, tyler.phillis@pcc.edu			
		phone,	3) 1011		
		and email			
Course prefix and number	DS106	Course title	PMI/Detroit Diesel Electronic Contr		
•1 credit of le	Credit Hours ecture meets 1 hr /wk (10 hr/term), pec-lab meets 2 hr/wk (20 hr/term), pab or cooperative ed meets 3 hr/wk	lus 1 hr of stu	ıdy, for		
CURRENT (CONTACT AND CREDIT HOURS	PROPOSEI	D CONT	ACT AND CREDIT HOURS	
Lecture	0	Lecture		0	
Lecture/Lab	3	Lecture/Lab		4	
Lab	0	Lab		0	
Total contact hours/term	t 60	Total contact hours/term		80	
Total credits	3	Total credits		4	
Reason for change: This reflects the additional training needed for the analysis and tune up of newer electronic diesel engines.					
	OUTCOMES: Are learning outcome it is expected there will be a change			ange. If you are adding or removing	
Yes	Yes If yes, then complete the learning outcomes section of the course revision form found on the				
IMPACT ON	IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?				
				ange form located on the curriculum	
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes ⊠ No	If yes, please explain	
		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ☑ No	If yes, please describe	
Implemen term	tation	☑ Next available term after approval☐ Specific term

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

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

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

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
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Section #1 G	eneral Information		
Department	Interior Design	Submitter name Phone Email	Amanda Ferroggiaro (971) 722-4030
Current prefix and number	ID 234	Proposed prefix and number	
Current course title	Advanced Interiors	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Advanced Interiors Creative problems in This course is designed as a capstone experience to interior design intended to develop an prepare the student if interior design to transition to the analytical approach to interiors. Based upon interior design field. It is taken at the end of the program individual projects and includes advanced prior to graduation. Students develop an individual, selfpresentation skills. Prerequisites: ID 121, 123, lead project from complete design schematics to 132, 133, 138; ARCH 101, 111, 124, 127. presentation for a real client/ remodel. Prerequisites Prerequisite/concurrent: ID 135. (proposed): ID 120, ID 121, ID 122, ID 123, ID 132, ID

Addendum: This course is designed as a capstone experience to prepare the student to transition to the interior design field, and is taken at the end of the program prior to graduation. Students typically participate in a team project to complete design schematics for a real client project. 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
On completion of this course the student should be able to:	NO CHANGE
1. Demonstrate the ability to communicate effectively with clients and classmates, both visually and verbally, utilizing diagrams, drawings, presentation materials, and client interviews and presentations.	
2. Demonstrate the ability to work in teams to develop successful design solutions, negotiate differences and reach consensus, and meet project goals.	
Develop design solutions that a. show competency in applying the elements and principles of design, color and pattern coordination, and appropriate use of materials and surfaces;	
b. create accurate architectural drawings including as-builts and remodel plans, elevations,	

axonometric	es, and perspectives;				
c. apply concepts of effective lighting design; and					
d. apply business principles relatedto budget, and pricing of designservices.4. Develop design solutions thatdemonstrate understanding of					
=	urniture planning nd universal design cable.				
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			rea		
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: .					
ID 121			■ Prerequisite	☐ Corequisite	☐ pre/con
ID 123			■ Prerequisite	☐ Corequisite	☐ pre/con
ID 132			■ Prerequisite	☐ Corequisite	☐ pre/con
ID 133			■ Prerequisite	☐ Corequisite	☐ pre/con
ID 135			Prerequisite	☐ Corequisite	■ pre/con
ID 138			■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 101			■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 111			■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 124			■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 127			■ Prerequisite	☐ Corequisite	☐ pre/con
If	Proposed prerequisite you are NOT changing prerequisit		•		rea
	d prerequisites - WR 115, RD 115				

	: .			
ID 120		■ Prerequisite	☐ Corequisite	pre/con
ID 121		■ Prerequisite	☐ Corequisite	☐ pre/con
ID 122		■ Prerequisite	☐ Corequisite	☐ pre/con
ID 123		■ Prerequisite	☐ Corequisite	pre/con
ID 132		■ Prerequisite	☐ Corequisite	pre/con
ID 133		■ Prerequisite	☐ Corequisite	☐ pre/con
ID 135		Prerequisite	☐ Corequisite	■ pre/con
ID 138		■ Prerequisite	☐ Corequisite	☐ pre/con
ID 230		■ Prerequisite	☐ Corequisite	☐ pre/con
ID 236		☐ Prerequisite	☐ Corequisite	■ pre/con
ARCH 111		■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 121		■ Prerequisite	☐ Corequisite	pre/con
ARCH 127		■ Prerequisite	☐ Corequisite	pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates. 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.				
communication, correquires you to sul	omputation and/or human relations omit a <u>related instruction in CTE c</u>	s and 2) the hours o ourse form at the sa	of student learning ame time as you	g. Then this submit this
communication, corequires you to sult course revision for guidance. IMPACT ON OTHI that may impact of this course for the	omputation and/or human relations omit a <u>related instruction in CTE c</u>	s and 2) the hours of ourse form at the side instruction website. USES – are there of such as academ at for courses or present the such as academ.	of student learning ame time as you be for information changes being r ic programs tha	g. Then this submit this and
communication, corequires you to sult course revision for guidance. IMPACT ON OTHIT that may impact of this course for the	omputation and/or human relations omit a related instruction in CTE com. Visit the comprehensive related ER DEPARTMENTS AND CAMP other departments or campuses eir program or as a prerequisited	uses – are there of source for course for course or presolution. regarding the removant of prerequisite courses or present of present o	of student learning ame time as you be for information changes being ric programs that ograms? Eval of ARCH 101 ourses. ARCH 1	g. Then this submit this and equested t require
communication, correquires you to subcourse revision for guidance. IMPACT ON OTHE that may impact of this course for the Please provide definition.	pmputation and/or human relations omit a related instruction in CTE om. Visit the comprehensive related m. Visit the comprehensive related the related to th	uses – are there of such as academ e for courses or presolution. regarding the removant of prerequisite of for the AAS degree er approval	of student learning ame time as you to fee for information changes being ric programs that ograms? Eval of ARCH 101 ourses. ARCH 102 ourses ago were two years ago were asserted to the feet wo years ago were asserted to the feet were asserted to the feet were as the feet was a second to the feet were asserted to the feet were as the feet was a second to the feet were as a second to the feet was a second to the feet were as a second to the feet was a secon	g. Then this submit this and equested t require
communication, correquires you to subcourse revision for guidance. IMPACT ON OTHE that may impact of this course for the Please provide defined by the provide by the provide by the provide defined by the provide by the prov	pmputation and/or human relations omit a related instruction in CTE om. Visit the comprehensive related m. Visit the comp	uses – are there of instruction websit uses – are there of such as academ efor courses or presolution. regarding the remoist of prerequisite of the AAS degree er approval enext available terms	of student learning ame time as you to for information changes being ric programs that ograms? Eval of ARCH 101 ourses. ARCH 102 two years ago with the two yea	g. Then this submit this and equested t require , 01 was with Elizabeth
communication, correquires you to subcourse revision for guidance. IMPACT ON OTHE that may impact of this course for the Please provide defined by the provide	mputation and/or human relations omit a related instruction in CTE of m. Visit the comprehensive related m. Visit the computation of the property of the	uses – are there of instruction website. USES – are there of the sacadem of courses or properties of prerequisite of the AAS degree of the AAS degree of the AAS degree of the area of the	of student learning ame time as you to for information changes being ric programs that ograms? Eval of ARCH 101 ourses. ARCH 102 two years ago with the two yea	g. Then this submit this and equested t require , 01 was with Elizabeth
communication, correquires you to subcourse revision for guidance. IMPACT ON OTHE that may impact of this course for the Please provide defined by the course for the No Implementation term Allow 4-6 months to for approval for defined by the course for the Please provide defined by the course for the No	mputation and/or human relations omit a related instruction in CTE of m. Visit the comprehensive related m. Visit the computation of the property of the	uses – are there of instruction websit uses – are there of such as academ efor courses or presolution. regarding the remoist of prerequisite of the AAS degree er approval enext available term before scheduling to	of student learning ame time as you ge for information changes being ric programs that ograms? Eval of ARCH 101 ourses. ARCH 102 etwo years ago with the course. See the course.	g. Then this submit this and equested t require , 01 was with Elizabeth

Amanda Ferroggiaro		
SAC Administrative Liaison (type name)	Email	Date

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New Course Lower Division Collegiate (LDC)

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

L				
Section #1 General Information				
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@	pcc.edu
Course Prefix and Number:	D275	# Credits:	4	
Course Title: (60 characters max)	Dance and Hip Hop Culture	Transcript Title (30 characters max)	Dance and	Hip Hop Culture
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: 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.				
The second second of grown spinoring of the second of the		Check all th		Default (Choose one)
	A-F (letter grade)	х		Х
Pass/No pass		х		
	Audit in consultation with faculty	х		
presents, continu	ence in the course description with les, promotes, and improves. Do it is in the description. Please limit the	not use the words:	"course" or "	students". Include any
Course Description: (field will expand as needed) Examines the historical, artistic, social, and cultural relevance of Hip Hop both in the U.S and abroad. Uses the four elements of Hip Hop as a foundation to explore a variety of topics related to dance in Hip Hop culture.			• •	

General Education/Discipline Studies Standard Pre	requisite A	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:	☐ Place	ement into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ 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. Engage in, and/or appreciate different forms of creative and artistic expression, connecting Learning personal responses to a broader context. Outcomes: Explain how personal and formal factors shape one's own responses to various (Use observable and measurable forms of art. verbs) Formulate and articulate ideas through writing and discussion. Identify and acknowledge cultural perspectives and values different from their own. Course Review and summarize key points from assigned readings, documentaries and live events activities and Written exams design: Questionnaires (from CCOG) Class discussion and debate Questionnaires Outcomes assessment Written exams strategies: Written reviews/critiques Creative project Explore the four elements of Hip Hop Course Content: Examine how Hip Hop has evolved over time Themes, Identify subcultures of Hip Hop Concepts. Evaluate the relationship between Hip Hop and popular media Issues and Skills: Provide arguments to support opinions regarding certain forms of artistic expression (from CCOG) Identify and summarize key points contained in documentaries and videos Attend and review related live events Complete a creative project embodying an element of Hip Hop culture Apply skills of observation, interpretation, and evaluation in looking at various forms of artistic

	
	expression
	Recognize artistic movements in history as they relate to social and political themes of the same time period
Reason for the new course	This course currently exists as an experimental course only and must be approved in order for us to begin to develop it for distance learning.

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 no		
Which OUS school will the course transfer to? List all	* I am currently working with the dept chair at U of O re: transferability as well as waiting to hear back from PSU as of 11-13-12.	
How does it transfer	required or support for major	
Check all that apply	general education distribution requirement	
	general elective	
	other (provide details)	
Provide evidence of transferability:	Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	x E-mail correspondence with receiving institution	
Required for Gen Ed only	Other - provide evidence	
Identify comparables at Oregon schools		
Is General Education or Cultural	Yes – Submit the General Education form	
Diversity designation being sought at this time?	x 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:		

23					
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.	n/a				
Implementation term:	☐ Next available term after approval				
	x Specify term AFTER the	e next available Fall 2013			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type name)		Email			
Heidi Dyer		Heidi.diaz@pcc.edu			
SAC Administrative Liais	on (type name)	Email			
Gene Flores		Gene.flores@pcc.edu			
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Course Revision

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

Save this document as the course prefix and number

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

Section #1 G	eneral Information		
Department	MSD	Submitter name	Rebecca Robinson
		Phone	6147
		Email	Rebecca.robinson@pcc.edu
Current prefix and number	MSD 198B	Proposed prefix and number	MSD 138B
Current course title	Exploring the 7 Habits of Highly Effective People	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for	Changing course number to permanent number. Course has been offered		
title change	consistently for over 10 years under the 198B number.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Each of Dr. Covey's 7 Habits is rich in life-Examines a comprehensive approach for increasing helpful ideas. This class explains how to apply personal and professional effectiveness in leadership them to your day. Practical tips on stress roles. Explores time tested strategies for principle based control, conflict resolution, time management decision making, managing priorities, and building and communication are discussed. Audit resilient relationships. available.

Reason for change					
worker, fami are recomm	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 New learning outcomes (required information for all course revisions)				
	Develop an action plan to apply several of the 7 habits to issues of importance to you Apply 7 Habits "effectiveness" practices of being proactive, goal setting, planning, and seeking win-win agreements to improve workplace results. Incorporate mind, body, heart, and spirit practices into daily schedule for continuous self-renewal.			ing win-win	
	Reason for Updating language to describe what students will be able to do "out there," rather than in class.				ere," rather
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 & num			☐ 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 wes the inventory of related instruction templates. on no If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to					

communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide de	tails, who was contacted and the resolution.		
☐ Yes ⊠ No	N/A		
Implementation term	Next available term after approval Spring 2013Specify term (if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission			
SAC Chair (type name) Email Date			
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012	
SAC Administrative Liaison (type name)	Email	Date	
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012	

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Course Revision

What do you want to change?			
Check all that apply- double click on the check box which opens the task window			
check box willon opens the task willow			
☐ 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 <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information		
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu
Current prefix and number	HEC 9421	Proposed prefix and number	HEC 156
Current course title	Living and Learning with Your Toddler	Proposed title (60 characters max)	Living and Learning with Your Toddler
# Credits	1	Proposed transcript title (30 characters max)	Living & Learning w/Your Toddler
Reason for title change	none		

description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Designed for parents and their children Designed for parents and their children between between the walking stage and two and the walking stage and 2 ½ years of age. Parents one-half years of age. Parents observe and observe and participate with their children in participate with their children in developmentally designed activities. In addition, developmentally designed activities. In they participate in a parent seminar focusing on addition, they participate in a parent parenting topics and needs. Audit available. seminar focusing on parenting topics and

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course

needs. Audi	t available.				
Reason for change					oer from
worker, fami are recomm	OUTCOMES: Describe what the ily member, community citizen, glended See the course outcomes writing good outcomes.	obal citiz	zen or lifelong lear	ners), One to six	outcomes
Cur	rent learning outcomes ed information for all course revisions)		New lear	ning outcomes	
the g stage inform 2. Stud behat oversibed 3. Stud behat oversibed	ents will gain understanding of growth and developmental es of toddlers and rate this mation to their own children. ents will understand toddler avior as it relates to the child's all development, and will ome aware of positive guidance ents will understand toddler avior as it relates to the child's ents will understand toddler avior as it relates to the child's all development, and will ome aware of positive guidance ons and discipline.	2.	this information to Students will und relates to the chil- will become awar and discipline. Students will und relates to the chil-	cal stages of toddle their own childre erstand toddler be d's overall develo re of positive guida	ers and rate in. ehavior as it pment, and ance options ehavior as it pment, and
Reason for change	for				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
•	Current prerequisite	s, corec	quisites and cond	current	
lf	you are NOT changing prerequisi	tes or co	o-requisites DO N	OTHING in this ar	ea
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & num	nber:		Prerequisite	☐ Corequisite	pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	

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 ☐ Co	prequisite pre/con		
prefix & number:	☐ Prerequisite ☐ Co	prequisite pre/con		
		,		
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ase confirm this by reviewing	☐ yes ⊠ no		
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND C that may impact other departments or camp this course for their program or as a prerequ	ouses, such as academic prog	grams that require		
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		
Andrew Garland-Forshee andrew.forshee15@pcc.edu 10/26/2012				
SAC Administrative Liaison (type name) Email Date				
Jen Piper	, , ,			
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Course Revision

What do you want to change?

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

- x 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		
Departme nt	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Current prefix and number	ART 143	Proposed prefix and number	ART 143 A
Current course title	B&W Photo II (Darkroom)	Proposed title (60 characters max)	B&W Photo II (Darkroom) A
# 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	Proposed Description
(required information for all course	(include requisites)
revisions. Include requisites)	

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, SLR (single-lens-reflex) camera with manual exposure controls. Prerequisite: ART 142 or Instructor Approval. Audit available.

Introduces beginning black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to beginning photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, SLR (single-lens reflex) film camera. This is the first course of a three-course sequence for first year black and white darkroom photography. Prerequisite: Three terms of ART142 or ART142C or instructor permission.

Reason for change

Clarification of course and updating terminology.

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

Current learning outcomes (required information for all course revisions)

New learning outcomes

Upon successful completion students should be able to:

- ? Understand, interpret and enjoy black and white photography from past to present in a local as well as global context.
- ? Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others. ? Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies.
- ? Create increasingly sophisticated photographic work that is personally significant & fulfilling.
- ? Navigate challenges & opportunities of

Upon successful completion students should be able to:

- Understand, interpret and enjoy black and white photography from past to present in a local as well as global context in a more complex manner.
- Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an intermediate level.
- Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies.

working in a community photographic studio. ? 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 increasingly sophisticated photographic work that is personally significant & fulfilling. Navigate challenges & opportunities of working in a community photographic studio. 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	Updating terminology, technique	ues and verbiage.		

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 Art SAC previously opted out of these prerequisites for all Studio courses. 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 Art SAC previously opted out of these prerequisites for all Studio courses. X Placement into: Please see course description explanation. prefix & number: Prerequisite Corequisite pre/con prefix & number: Prerequisite Corequisite pre/con

Is this course used for related instruction? Please confirm this by

yes

reviewing the inventory of related instruction templates.						
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
IMPACT ON OTHER DEPARTMENTS AND 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		· •				
Yes X No						
Implementation Specify term(if AFTER the next available term)						
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum						
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name)	Email	Date				
Elizabeth Bilyeu	ebilyeu@pcc.edu					
SAC Administrative Liaison (type name)	Email	Date				
Gene Flores	gene.flores@pcc.edu					
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor.						

New Course Lower Division Collegiate (LDC)

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

Section #1 General Information						
Department:	ART	Submitter name Phone Email	Kim Mand 971-722-8 kim.mand			
Course Prefix and Number:	ART 143B	# Credits:	3			
Course Title: (60 characters max)	B&W Photo II (Darkroom)	Transcript Title (30 characters max)	B&W Pho	to II (Darkroom)		
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 6 Lab:	0		
If the course is repeatable then provide a compelling argument.						
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ 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)		\boxtimes				
Pass/No pass						
Audi	t in consultation with faculty					

	**			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Description: so de	explores advanced darkroom photographic techniques. Develops creative problem olving by utilizing a broad range of advanced darkroom processes (e.g. film evelopment, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish the intermediate-level critical skills necessary to valuate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lensflex) camera with manual exposure controls. This is the second course of a ree-course sequence for second year darkroom photography. Prerequisite: One rm of ART143 or ART143A or instructor permission.			
to Course Description: ex inv ph ph kn de	ne goal of this intermediate-advanced class is for students to achieve a high chnical and conceptual level of ability, from which they could begin to build an tistic and expressive portfolio of photographs. It will provide a hands-on sperience in all aspects of black-and-white photography: advanced techniques volving film development, printing, finishing, and the presentation of notographic imagery. Particular attention will be paid to the creation of personal notographic language, based on furthering the students' intermediate technical nowledge, graphic principles, exposure to the history of the medium, and the evelopment of conceptual abilities through critical evaluation of photographic languages.			

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						
Art SAC previously opted out of these prerequisites for all Studio courses.						
X Placement into: Pleas description explanation.	ase see course					
course prefix & number:					☐ pre/co	
			Prerequisite	Corequisite	-	
course prefix & number:					☐ pre/co	
			Prerequisite	Corequisite		
course prefix & number:					☐ pre/co	
			Prerequisite	Corequisite		
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 students should be able to:

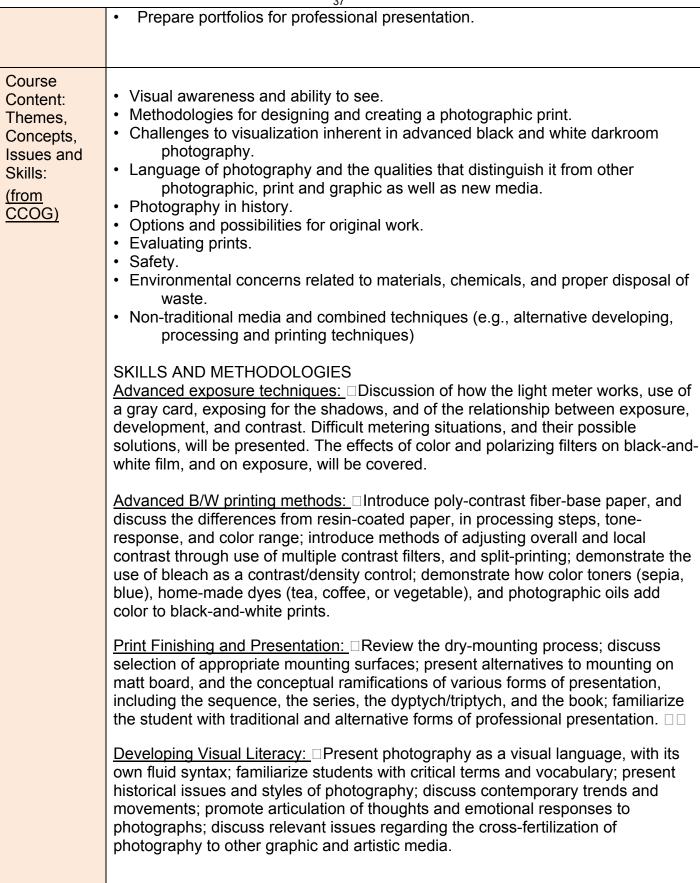
- Understand, interpret and enjoy black and white photography from past to present in a local as well as global context in a more complex manner.
- Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an intermediate-advanced level.
- Find and develop more complex and creative ways to solve artistic and conceptual 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 community photographic studio.
- 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.

Course activities and design: (from CCOG)

- Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes.
- Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced.
- Build upon current skill set with the intent of working towards technical proficiency and professional quality.
- Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space.
- Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions.
- Begin to increase proficiency in assessing and self-critiquing personal work to strategize creative solutions.
- Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.

Outcomes assessment strategies:

- Complete and present the individual work within a professional studio critique.
- Understand and begin to integrate the vocabulary and concepts necessary to engage within a studio environment
- Demonstrate appropriate techniques in intermediate printing and studio habits beyond the classroom studio
- Demonstrate ability to meet printing deadlines with proper time management and craftsmanship.



Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of black and white photography darkroom courses (ART 143 A, B, C).

Section #2	Transfera	biltiy
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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.

depending on the nature of the codise, though it will likely not be engible for Gen Eu status.				
Which OUS school will the course transfer to? List all	Already approved by GenEd			
How does it transfer Check all that apply	 ☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details) 			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence previously completed 			
Identify comparables at Oregon schools				
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> 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			
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 notantial impact			
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:		erm after approval TER the next available	summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair (type	e name)	Ema	all

ebilyeu@pcc.edu	
Email	
Gene.flores@pcc.edu	

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New Course Lower Division Collegiate (LDC)

L	, , , , , , , , , , , , , , , , , , ,			
Section #1 General Information				
Department:	ART	Submitter name Phone Email	Kim Manch 971-722-802 kim.manch	
Course Prefix and Number:	ART 143C	# Credits:	3	
Course Title: (60 characters max)	B&W Photo (Darkroom) II	Transcript Title (30 characters max)	B&W Photo	(Darkroom) II
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab: 60	
			Lab:	
If the course is repeatable then provide a compelling argument.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title	
must have the same description and outcomes.		X□ No		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	<u> </u>	Check all th	at apply	Default (Choose one)
	A-F (letter grade)	\boxtimes		\boxtimes
	Pass/No pass			
	Audit in consultation with faculty			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed) Investigates advanced darkroom photographic techniques. Develops and expands creative problem solving by utilizing a broad range of advanced darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish the advanced-level critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. This is the third course of a three-course sequence for second year darkroom photography. Prerequisite: Two terms of ART143 or ART143B or instructor permission.				

Addendum to
Course
Description:

The goal of this advanced level class is for students to achieve a high technical and conceptual level of ability, from which they will build an artistic and expressive portfolio of photographs. It will provide a hands-on experience in all aspects of black-and-white photography: advanced techniques involving film development, printing, finishing, and the presentation of photographic imagery. Particular attention will be paid to the creation of personal photographic language, based on furthering the students technical knowledge, graphic principles, exposure to the history of the medium, and the continuing development of conceptual abilities through critical evaluation of photographic images.

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	H 20 or equi	ivalent placement	test scores	
Art SAC previously opted out of these prerequisites for	all Studio c	ourses.		
X Placement into: Please see course description Placement into:				
course prefix & number:				
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 students should be able to:

- Understand, interpret and enjoy black and white photography from past to present in a local as well as global context with sophistication.
- Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an advanced level.
- Find and develop more complex and creative ways to solve artistic and conceptual 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 community photographic studio.

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.

Course activities and design: (from CCOG) Outcomes assessment strategies:

- Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes and formats.
- Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced.
- Build upon current skill set with the intent of working towards technical proficiency and professional quality.
- Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space.
- Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions.
- Increase proficiency in assessing and self-critiquing personal work to strategize creative solutions.
- Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.
- Complete and present the individual work within a professional studio critique.
- Understand and integrate the vocabulary and concepts necessary to engage within a studio environment
- Demonstrate appropriate techniques in advanced printing and studio habits beyond the classroom studio
- Demonstrate ability to meet printing deadlines with proper time management and craftsmanship.
- Prepare portfolios for professional presentation.

Course Content: Themes, Concepts, Issues and Skills:

(from CCOG)

- Visual awareness and ability to see.
- Methodologies for designing and creating a photographic print.
- Challenges to visualization inherent in advanced black and white darkroom photography.
- Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media.
- Photography in history.
- Options and possibilities for original work.
- Evaluating prints.
- Safety.
- · Environmental concerns related to materials, chemicals, and proper disposal of waste.
- Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques)

SKILLS AND METHODOLOGIES

□ Advanced exposure techniques: □ Discussion of how the light meter works, use of a gray card, exposing for the shadows, and of the relationship between exposure, development, and contrast. Difficult metering situations, and their possible solutions, will be presented. The effects of color and polarizing filters on black-and-white film, and on exposure, will be covered.

Advanced B/W printing methods: Introduce poly-contrast fiber-base paper, and discuss the differences from resin-coated paper, in processing steps, tone-response, and color range; introduce methods of adjusting overall and local contrast through use of multiple contrast filters, and split-printing; demonstrate the use of bleach as a contrast/density control; demonstrate how color toners (sepia, blue), home-made dyes (tea, coffee, or vegetable), and photographic oils add color to black-and-white prints.

<u>Print Finishing and Presentation:</u> □Review the dry-mounting process; discuss selection of appropriate mounting surfaces; present alternatives to mounting on matt board, and the conceptual ramifications of various forms of presentation, including the sequence, the series, the dyptych/triptych, and the book; familiarize the student with traditional and alternative forms of professional presentation. □□

	Developing Visual Literacy: Present photography as a visual language, with its own fluid syntax; familiarize students with critical terms and vocabulary; present historical issues and styles of photography; discuss contemporary trends and movements; promote articulation of thoughts and emotional responses to photographs; discuss relevant issues regarding the cross-fertilization of photography to other graphic and artistic media.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections for the second year of black and white darkroom photography courses (ART 143 A, B, C).

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 cou	urse 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	ne 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	Already approved by GenEd			
How does it transfer	□ required or support for major			
Check all that apply	□ general education distribution requirement			
	general elective			
	other (provide details)			
Provide evidence of transferability:	Completed <u>Transferability Status</u> form			
(minimum one, more preferred) E-mail correspondence with receiving institution				
Required for Gen Ed only				
Identify comparables at Oregon schools				
Is General Education or Cultural	Yes – Submit the General Education form			
Diversity designation being sought at this time?	□ 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 signated other (explain) 	ture and submit)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):		# 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 Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
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 a☐ Specify term AFTER	• •		
Specify term AFTER the next available summer 2013 Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name)		Email		
Elizabeth Bilyeu		ebilyeu@pcc.edu		
SAC Administrative Liaison (type name) Email		Email		
Gene Flores		Gene.flores@pcc.edu		
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New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	ART	Submitter name Phone Email	Angela Batc 971-722-80° angela.batch	
Course Prefix and Number:	ART 218C	# Credits:	2	
Course Title: (60 characters max)	Lettering Calligraphy I	Transcript Title (30 characters max)	Calligraphy Alphabets	I - Carolingian and Uncial
Can this course be repeated?	No	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? If yes, they must have the same description and outcomes.		☐ Yes X☐ No	Course Num	nber 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.				
	Ţ,	Check all th		Default (Choose one)
	A-F (letter grade)	X□		
Pass/No pass		X□		
Audit in consultation with faculty		X□		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed)	Covers beginning practical and creative uses of calligraphy, lettering principles, techniques and functions. Discusses the traditions and historical development of letters with a focuses on the Carolingian and Uncial alphabets. ART218A, ART218B and ART218C may be taken in any order.			

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Addendum to Course Description:	

General Education/Discipline Studies Standard Pre	requisite 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:			
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. Students will endeavor to do the following: Learning Outcomes: (Use observable Use an understanding of calligraphy as a lens through which to observe hand and measurable verbs) lettering as a fine and graphic art. • Evaluate critically, appreciate, assess and respect the art of handwritten letters. Recognize differences between historical styles of the Carolingian and Uncial alphabets, with an awareness of the social and historical context in which they were developed. Create personally significant works of calligraphy that demonstrate an introductory level of skill in the Carolingian and Uncial alphabets. 1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets Course activities and (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. design: (from CCOG) 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Develop a skill set centered on working towards technical proficiency. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Begin to assess and self-critique personal work to strategize creative solutions. 6) Begin to develop personal work with an awareness of historical and contemporary artists working in calligraphy.

Outcomes assessment strategies:

- Participate in, and contribute to, class discussions and studio work sessions.
- Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies).
- Create an original artwork (i.e., handmade book, broadside, camera-ready art for reproduction) for the final project and present an oral presentation that includes a description of the process involved in making the work.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)

- 1. The historical development of the Latin Uncial alphabet (400-600 AD) and Carolingian alphabet (800 AD) and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance.
- 2. Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits.
- 3. Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing.
- 4. Art materials appropriate for calligraphy.
- 5. Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- 6. The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- 7. The value of craft in art-making.
- 8. Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- 9. Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.

Competencies and Skills:

- 1. Demonstrate skill in the use of broad-edged metal nibs, materials and techniques and write a historic script.
- 2. Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture.
- 3. Trace the development of the 26-letter Western alphabet (also known as the Roman Alphabet) during a particular period.
- 4. Apply basic vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
- 5. Examine the functions of different letterforms, currently as well as historically.
- **6.** Discriminate between various writing styles.
- 7. Make technically proficient and creatively expressive works of calligraphy
- 8. Assemble an appropriately designed, well-crafted final project which could include a book structure, broadside, or other work of art that incorporates the calligraphy studied that term.
- 9. Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

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 of	course at the University?		
2. Will a department accept the course t	or its major or minor requirements?		
3. Will the course be accepted as part o	f the University's distribution requirements?		
If a course transfers as an elective only, nature of the course, though it will likely	it may still be accepted or approved as an LDC course, depending on the not be eligible for Gen Ed status.		
Which OUS school will the course	Southern Oregon University		
transfer to? List all	Western Oregon University		
	Portland State University		
	Oregon State University		
	University of Oregon		
How does it transfer	required or support for major		
Check all that apply	general education distribution requirement		
general elective			
	other (provide details)		
Provide evidence of transferability: Completed <u>Transferability Status</u> form			
(minimum one, more preferred) E-mail correspondence with receiving institution Required for Gen Ed only			
- Cuter provide evidence			
Identify comparables at Oregon schools			
S General Education or Cultural ☐ Yes – Submit the General Education form ☐ No ☐ No			
Section #3 Additional Information for ne	w LDC courses		
How or where will the course	=		
be taught. Check all that apply	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.			

30				
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 a	fter approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name) Email				
Citati (Gpo name)				
SAC Administrative Liaison (type name)		Email		
Criterian de Liabon (type name)				
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New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	ART	Submitter name Phone Email	Angela Batc 971-722-80° angela.batch	
Course Prefix and Number:	ART 218C	# Credits:	2	
Course Title: (60 characters max)	Lettering Calligraphy I	Transcript Title (30 characters max)	Calligraphy Alphabets	I - Carolingian and Uncial
Can this course be repeated?	No	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? If yes, they must have the same description and outcomes.		☐ Yes X☐ No	Course Num	nber 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.				
	Ţ,	Check all th		Default (Choose one)
	A-F (letter grade)	X□		
Pass/No pass		X□		
Audit in consultation with faculty		X□		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed)	Covers beginning practical and creative uses of calligraphy, lettering principles, techniques and functions. Discusses the traditions and historical development of letters with a focuses on the Carolingian and Uncial alphabets. ART218A, ART218B and ART218C may be taken in any order.			

Addendum to Course Description:	52			
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 Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement ir	nto:			
course prefix & n	e prefix & number: e prefix & number: prerequisite Prerequisite Corequisite pre/co prefix & number: pre/co 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)	 Use an understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. Evaluate critically, appreciate, assess and respect the art of handwritten letters. 			
 Recognize differences between historical styles of the Carolingian and Uncial alphabets, with an awareness of the social and historical context in which they were developed. Create personally significant works of calligraphy that demonstrate an introductory level of skill in the Carolingian and Uncial alphabets. 				

1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets

5) Begin to assess and self-critique personal work to strategize creative solutions.6) Begin to develop personal work with an awareness of historical and contemporary artists

3) Develop a skill set centered on working towards technical proficiency.

(majuscule and miniscule) with an awareness of the inherent characteristics of the

2) Generate ideas/concepts with an awareness of the intended content of the work produced.

4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques

Course

design: (from CCOG)

activities and

letterforms.

and discussions.

working in calligraphy.

New LDC course request (updated June 2012)

Outcomes assessment strategies:

- Participate in, and contribute to, class discussions and studio work sessions.
- Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies).
- Create an original artwork (i.e., handmade book, broadside, camera-ready art for reproduction) for the final project and present an oral presentation that includes a description of the process involved in making the work.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)

- 1. The historical development of the Latin Uncial alphabet (400-600 AD) and Carolingian alphabet (800 AD) and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance.
- 2. Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits.
- 3. Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing.
- 4. Art materials appropriate for calligraphy.
- 5. Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- 6. The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- 7. The value of craft in art-making.
- 8. Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- 9. Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.

Competencies and Skills:

- 1. Demonstrate skill in the use of broad-edged metal nibs, materials and techniques and write a historic script.
- 2. Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture.
- 3. Trace the development of the 26-letter Western alphabet (also known as the Roman Alphabet) during a particular period.
- 4. Apply basic vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
- 5. Examine the functions of different letterforms, currently as well as historically.
- **6.** Discriminate between various writing styles.
- 7. Make technically proficient and creatively expressive works of calligraphy
- 8. Assemble an appropriately designed, well-crafted final project which could include a book structure, broadside, or other work of art that incorporates the calligraphy studied that term.
- 9. Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

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	of the University's distribution requirements?		
If a course transfers as an elective only nature of the course, though it will likely	r, it may still be accepted or approved as an LDC course, depending on the root be eligible for Gen Ed status.		
Which OUS school will the course Southern Oregon University			
transfer to? List all	Western Oregon University		
	Portland State University		
	Oregon State University		
	University of Oregon		
How does it transfer	required or support for major		
Check all that apply	general education distribution requirement		
	general elective		
Provide evidence of transferability:	 □ other (provide details) □ Completed <u>Transferability Status</u> form 		
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution		
Required for Gen Ed only	Other - provide evidence		
entify comparables at Oregon schools			
Is General Education or Cultural	☐ Yes – Submit the General Education form		
Diversity designation being sought at this time?	□ No		
uns une:			
Section #3 Additional Information for ne	ew LDC courses		
	X_ on campus		
be taught. Check all that apply	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:			

30				
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 a	ifter 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.				
		Email		
SAC Chair (type name)				
SAC Administrative Liaison (type name)		Email		
O/10 / tallillionauve Liaio	(type name)	LIIIGII		
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Course Revision

Section #1 General Information				
Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu	
Current prefix and number	AMT218	Proposed prefix and number		
Current course title	Powerplant Inspection	Proposed title (60 characters max)		
# Credits	4.0	Proposed transcript title (30 characters max)		
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.			

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)

Covers proper inspection of the entire engine installation, including exhaust systems, engine instrumentation, lubrication systems and control systems. Prerequisites:

AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT

department Audit availa	t Math test with 70% or higher. able.				
Reason for change					
worker, fan are recomn guidance o Cu	GOUTCOMES: Describe what the nily member, community citizen, glanended See the course outcomes writing good outcomes. Firrent learning outcomes red information for all course	obal citi	zen or lifelong lear ines on the curricu	ners), One to six	outcomes
` .	revisions)				
students she 1. Inspect a airworthine powerplant applicable a powerplant recommence 2. Identify strategies the in compliar strategies the incompliar systems, expowerplant systems, expowerplant systems and system develocation.	and implement record keeping nat are intelligible, accurate, and nee with applicable regulations. troubleshoot and repair lubrication systems, cooling haust systems, fire protection d powerplant parameter sensing				
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.					
l:	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: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT				

Department Math	test with a 70% or higher.				
prefix & number:		☐ Prerequisite	☐ Cor	equisite	☐ pre/con
	·	es, corequisites and conc			
If you ar	e NOT changing prerequisit	es or co-requisites DO N	OTHING	in this ar	ea
☐ Standard prere	quisites - WR 115, RD 115 a	and MTH 20 or equivalen	it placem	nent test s	cores
☐ Placement into	:				
prefix & number: AAMT105, AMT106	AMT102, AMT203, AMT204, , AMT107	☑ Prerequisite	☐ Cor	equisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/cor		☐ pre/con
		•			
	I for related instruction? Ple ated instruction templates.	ase confirm this by revie	wing	yes	
communication, correquires you to sul	If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and				
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequire program or as a prerequire.	ouses, such as academ	ic progr	rams that	
	Please provide details, who was contacted and the resolution.				
☐ Yes ⊠ No					
Implementation Next available term after approval				F-II 2042	
term Specify term (if AFTER the next available term) Fall 2013					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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	Email		Date
Steve Phillips		shphilli@pcc.edu		11/1/201	2
SAC Administrative Liaison (type name)		Email	Fmail		Date
Irene Giustini	Email			7410	
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New Course Lower Division Collegiate (LDC)

Section #1 Gene	Section #1 General Information				
Department:	ART	Submitter name	Angela Bato 971-722-80		
		Phone		helor@pcc.edu	
		Email	arigeta.bate	ncior@pcc.cdu	
Course Prefix and Number:	ART 218B	# Credits:	2		
Course Title:	Lettering Calligraphy I	Transcript Title (30 characters	Calligraphy	≀ I – Italic Alphabet	
(60 characters max)		max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab: 40		
		QO/II(TEI(Lab:		
If the course is repeatable then provide a compelling argument.					
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		X∐ No			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)	X□			
	Pass/No pass	X□			
Audit in consultation with faculty		X□			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course	Covers beginning practical		_		
Description: (field will expand as	techniques and functions. [•	
needed)	letters with a focuses on the may be taken in any order.	e italic alphabe	t. AK1218A	A, ART218B and ART218C	

Addendum to Course Description:	

General Education/Discipline Studies Standard Pre	requisite A	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:				☐ 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. Students will endeavor to do the following: Learning Outcomes: (Use observable Use an understanding of calligraphy as a lens through which to observe hand and measurable verbs) lettering as a fine and graphic art. Evaluate critically, appreciate, assess and respect the art of handwritten letters. • Recognize differences between historical styles of the Italic alphabet, with an awareness of the social and historical context in which they were developed. • Create personally significant works of calligraphy that demonstrate an introductory level of skill in the Italic alphabet. 1) Create works of calligraphy that concentrate on the Italic alphabet (majuscule and Course activities and miniscule) with an awareness of the inherent characteristics of the letterforms. design: 2) Generate ideas/concepts with an awareness of the intended content of the work produced. (from CCOG) 3) Develop a skill set centered on working towards technical proficiency. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Begin to assess and self-critique personal work to strategize creative solutions. 6) Begin to develop personal work with an awareness of historical and contemporary artists working in calligraphy. • Participate in, and contribute to, class discussions and studio work sessions. Outcomes assessment strategies: Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies).

	 Create an original artwork (i.e., handmade book, broadside, camera-ready art for reproduction) for the final project and present an oral presentation that includes a description of the process involved in making the work.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	 1. The historical development of Italic alphabet (1450 AD), and its use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance. 2. Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits. 3. Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing. 4. Art materials appropriate for calligraphy. 5. Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc. 6. The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design. 7. The value of craft in art-making. 8. Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters. 9. Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.
	 Competencies and Skills: Demonstrate skill in the use of broad-edged metal nibs, materials and techniques and write a historic script. Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture. Trace the development of the 26-letter Western alphabet (also known as the Roman Alphabet) during a particular period. Apply basic vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy. Examine the functions of different letterforms, currently as well as historically. Discriminate between various writing styles. Make technically proficient and creatively expressive works of calligraphy Assemble an appropriately designed, well-crafted final project which could include a book structure, broadside, or other work of art that incorporates the calligraphy studied that term. Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

Section #2	Transferabiltiv
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Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

nature of the course, though it will likely not be eligible for Gen Ed status.		
Which OUS school will the course	Southern Oregon University	
transfer to? List all	Western Oregon University	
	Portland State University	
	Oregon State University	
	University of Oregon	
How does it transfer	required or support for major	
Check all that apply	general education distribution requirement	
	general elective	
	other (provide details)	
Provide evidence of transferability:	Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution	
Required for Gen Ed only	Other - provide evidence	
Identify comparables at Oregon schools		
Is General Education or Cultural	Yes – Submit the General Education form	
Diversity designation being sought at this time?	□ 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	e 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.				

	00			
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 a	• •		
	Specify term AFTER			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name)		Email		
SAC Administrative Liais	on (type name)	Email		
		e. Please return the completed signature page		
with the pdf file to Curriculum – DC – 4^{th} floor.				

New Course Lower Division Collegiate (LDC)

Section #1 Gene	ral Information			
Department:	ART	Submitter name Phone Email	Angela Batchelor 971-722-8017 angela.batchelor@pcc.edu	
Course Prefix and Number:	ART 218C	# Credits:	2	
Course Title: (60 characters max)	Lettering Calligraphy I	Transcript Title (30 characters max)	Calligraphy Alphabets	I - Carolingian and Uncial
Can this course be repeated?	No	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? 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.				
7010. 101111010	actaile on grade options occ are?	Check all th		Default (Choose one)
	A-F (letter grade)	Χ□		
	Pass/No pass	X□		
	Audit in consultation with faculty	Х□		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed)	Covers beginning practical and creative uses of calligraphy, lettering principles, techniques and functions. Discusses the traditions and historical development of letters with a focuses on the Carolingian and Uncial alphabets. ART218A, ART218B and ART218C may be taken in any order.			

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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:							
course prefix & number:							
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. Students will endeavor to do the following: Learning Outcomes: (Use observable Use an understanding of calligraphy as a lens through which to observe hand and measurable verbs) lettering as a fine and graphic art. • Evaluate critically, appreciate, assess and respect the art of handwritten letters. Recognize differences between historical styles of the Carolingian and Uncial alphabets, with an awareness of the social and historical context in which they were developed. Create personally significant works of calligraphy that demonstrate an introductory level of skill in the Carolingian and Uncial alphabets. 1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets Course activities and (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. design: (from CCOG) 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Develop a skill set centered on working towards technical proficiency. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Begin to assess and self-critique personal work to strategize creative solutions. 6) Begin to develop personal work with an awareness of historical and contemporary artists working in calligraphy.

Outcomes assessment strategies:

- Participate in, and contribute to, class discussions and studio work sessions.
- Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies).
- Create an original artwork (i.e., handmade book, broadside, camera-ready art for reproduction) for the final project and present an oral presentation that includes a description of the process involved in making the work.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)

- 1. The historical development of the Latin Uncial alphabet (400-600 AD) and Carolingian alphabet (800 AD) and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance.
- 2. Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits.
- 3. Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing.
- 4. Art materials appropriate for calligraphy.
- 5. Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- 6. The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- 7. The value of craft in art-making.
- 8. Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- 9. Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.

Competencies and Skills:

- 1. Demonstrate skill in the use of broad-edged metal nibs, materials and techniques and write a historic script.
- 2. Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture.
- 3. Trace the development of the 26-letter Western alphabet (also known as the Roman Alphabet) during a particular period.
- 4. Apply basic vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
- 5. Examine the functions of different letterforms, currently as well as historically.
- **6.** Discriminate between various writing styles.
- 7. Make technically proficient and creatively expressive works of calligraphy
- 8. Assemble an appropriately designed, well-crafted final project which could include a book structure, broadside, or other work of art that incorporates the calligraphy studied that term.
- 9. Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).		

Section #2 Transferabiltiy					
the transferability of LDC courses. The our new LDC course in transfer. We as from more than one school before a new possible in the development and interscolleagues at one or more OUS school. Is there an equivalent lower division 2. Will a department accept the course 3. Will the course be accepted as part of a course transfers as an elective on	of the University's distribution requirements? y, it may still be accepted or approved as an LDC course, depending on the				
nature of the course, though it will like					
Which OUS school will the course transfer to? List all	Southern Oregon University Western Oregon University Portland State University Oregon State University University of Oregon				
How does it transfer	required or support for major				
Check all that apply	general education distribution requirement				
	general elective				
Drovide evidence of transferability:	 other (provide details) Completed <u>Transferability Status</u> form 				
Provide evidence of transferability: (minimum one, more preferred)	E-mail correspondence with receiving institution				
Required for Gen Ed only	Other - provide evidence				
Identify comparables at Oregon school	-				
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form ☐ No				
this time?					
Section #3 Additional Information for r	iew LDC courses				
How or where will the course	X on campus				
be taught. Check all that apply	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:				
	# CIECUIS.				
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					

Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.					
11 11 11 11 11 11 11					
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.					
	T				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.					
Implementation term:	☐ Next available term a	after approval			
	☐ Specify term AFTER	the next available			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type	e name)	Email			
SAC Administrative Liaison (type name)		Email			
S. 13 . Id. III III II	(1) (1) (1)				
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with the pdf file to Curriculum – $DC - 4^{th}$ floor.					

Course Revision

5 () 15-		A 1 D 1 1	
Section #1 General Information			
	-		
Grade option change			
X outcomes			
prerequisites and co-requisites			
X description			
X title	<u>carrican</u>	amaypoo.caa	
course number	· ·	eted form electronically to m@pcc.edu	
What do you want to change? Check all that apply- double click on the box to open the task window	number		
	1		

Section #1 General Information					
Department	ART	Submitter name	Angela Batchelor		
		Phone	(971)722-8017		
		Email	angela.batchelor@pcc.edu		
Current prefix and number	ART 220A	Proposed prefix and number			
Current course title	Advanced Lettering and Seminar	Proposed title (60 characters max)	Advanced Calligraphy		
Reason for title change		Proposed transcript title (30 characters max)	Advanced Calligraphy		

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
Advanced Lettering and Seminar Basic calligraphic scripts studied in ART 218 are reviewed and a variety of additional styles studied. Layout and design principles are presented, and students work through the process of designing and completing both broadsides and commercial kinds of work. Students study the lettering techniques and shop practices necessary for actual production of calligraphic and drawn letters	Reviews the calligraphic scripts studied in the ART 218 sequence and refines the forms. Covers complex layout and design issues. Introduces beginning advanced techniques with the use of mixed media and working at a larger scale to develop personal aesthetic and vision. Includes creative problem-solving activities the professional calligrapher is likely to encounter on the job. Completion of ART220 once is equivalent to ART220A.

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		Completion of ART220 twice is equivalent to ART220B. Completion of ART220 three times is equivalent to ART220C.			
job. May be taken three times for credit.		Prerequisites: ART218A, ART218B and ART218C, or ART 218 or instructor permission.			
Reason for change	Consistency and clarity in course	e 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), 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 * experience an enhanced visual awareness of * Use a beginning advanced understanding of calligraphy as calligraphy as a fine and graphic art. a lens through which to observe hand lettering as a fine and * evaluate critically, appreciate, assess and graphic art. respect hand-written letters. * recognize differences between historical * Use in-depth level of critical evaluation, appreciation, styles of calligraphy, and be aware of aspects of assessment and respect for the art of handwritten letters the social and historical context in which they encountered in fine and graphic arts. were developed. * apply calligraphic skill and knowledge of * Recognize differences between historical styles of design and reproduction methods to a variety calligraphy, with an awareness of the social and historical context in which they were developed. of commercial applications. * create personally significant works of * Create personally significant works of calligraphy that calligraphy. demonstrate a beginning advanced level of skill. Reason Relativity to other art classes with updated outcomes. for change REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. Current prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores ☐ Placement into: prefix & number: ART218 $\mathsf{X}\square$ Corequisite pre/con Prerequisite ☐ Prerequisite ☐ Corequisite prefix & number: pre/con Proposed prerequisites, corequisites and concurrent Standard prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.

☐ Placement into:					
prefix & number: AR	T218A	X Prerequisite	☐ Corequisite ☐ pre/cor		
prefix & number: ART	218B & ART218C	X Prerequisite	☐ Corequisite ☐ pre/cor		
	r related instruction? Ple ry of related instruction te		☐ yes ⊠ no		
template to reflect the		ire a related instruction	ended in the related instruction curriculum revision. Visit the nce.		
that may impact other		ouses, such as acaden	changes being requested nic programs that require rograms?		
Please provide details	s, who was contacted and	the resolution.			
☐ Yes ⊠ No					
Implementation term	Next available term after approval				
	Specify term(if AFTER the next available term) 4-6 months to complete the approval process before scheduling the course. See the timeline				
	s. www.pcc.edu/curriculu		the course. See the timeline		
t the transfer of the transfer					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair Email Date			Date		
Elizabeth Bilyeu ebilyeu@pcc.edu>					
SAC Administrative Liaison Email Date			Date		
kdins@pcc.edu					

New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department:	ART	Submitter name			
		Phone			
		Email			
Carras Drafin	ADT COOR	# Credits:			
Course Prefix and Number:	ART 220B		2		
Course Title:	Advanced Calligraphy	Transcript Title	Advanced	Calligraphy	
(60 characters		(30 characters max)			
max)		max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab: 40		
		QUARTER	Lab:		
			Lab.		
	repeatable then provide a				
compelling argu	ument.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
dropdown menu	ault grade option. What is the de for the CRN. Students who do no	t make a choice or	r do not make	a change in the dropdown menu	
	be assigned to the default grade details on grade options see the A			ce if you have questions 971-722-	
7013. Tot more details on grade options see the A		Check all th		Default (Choose one)	
	A-F (letter grade)	\boxtimes			
	Pass/No pass				
	Audit in consultation with faculty				
Begin each sente	ence in the course description with	an active verb, i.e	e. provides, ex	xplores, introduces, covers,	
presents, continu	ies, promotes, and improves. Do i	not use the words:	: "course" or "	students". Include any	
recommendations in the description. Please limit the description to 1-3 sentences.					
Course	Explores the calligraphic scrip			•	
Description:	Covers complex layout and design issues. Promotes intermediate advanced techniques				
(field will expand as needed)	with the use of mixed media a	th the use of mixed media and working at a larger scale to develop personal aesthetic			
	and vision. Includes creative p	roblem-solving	activities the	e professional calligrapher is	
	likely to encounter on the job				
	Completion of ART220 once is ed	quivalent to ART2	20A. Complet	tion of ART220 twice is equivalent	
	to ART220B. Completion of ART	•			

	Prerequ	isites:	AR	Γ218	BA, Al	RT218	8B an	nd A	ART2	218C,	or A	ΑF	RT 218 or instru	ucto	or p	permission.			
Addendum to Course Description:																			
If this course is restandard prerequisites and/or MTH prerecution.	equesting isites: Wf es, or ado equisites	appro R 115, ditional at a lo	val f RD pre wer	for t 115 requ	he G and uisite	en E MTI s car the 0	d/Dis H 20 n be Gen I	sci or re Ed	iplin eque que /Dis	e Stu uivale sted. ciplir	dies ent p Ho le S	s l ola w	list, it will have acement test s ever, if the SA	cor C w	es. ⁄an	Higher levels to set the l	s o	of a), \	iny of VR
☐ Standard Pre	requisites	s - The	AR	RT S	AC	opte	d out	t o	f W	R, R	D, N	۷ľ	TH prerequisit	es	for	Studio Clas	se	S.	
☐ Placement in	ito:							[Plac	eme	en	t into:						
course prefix & nu	umber:												Prerequisite] (Corequisite			pre/co
course prefix & nu	umber:										L		Prerequisite] (Corequisite			pre/co
course prefix & nu		1											Prerequisite] (Corequisite			pre/co
None – please ex	plain																		
LEARNING OU worker, family m recommended.	nember, See cou	comn	nuni	ity c	itize	n, gl	lobal	l c	itize	en or	life	elc	ng learners).	Т	hre	e to six out	co	me	es are
Learning Outcomes: (Use observable and measurable verbs)	* Use an intermediate advanced understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. * Use in-depth level of critical evaluation, appreciation, assessment and respect for the art of handwritten letters encountered in fine and graphic arts.																		
	* Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed.																		
	* Create personally significant works of calligraphy that demonstrate an intermediate advanced level of skill.																		
Course activities and	ŕ	remaii	ning	awa	are c	of the	inhe	ere	nt c	harad	cteri	ist	oility to use a v	ca	lligr	raphic hands			
design: (from CCOG)	,					ncep							s of the intende	ed c	con	tent of the wo	ork	р	roduced.
(VIO PO			ro	ent skill set.						
	,						•			-				~~	n	tioinotina ia	J.	-	oritio
	4)		the	nec	essa		•			-			calligraphy wh	en	par	ticipating in o	cla	SS	critiques
	4)	Utilize and di	the scu	nec ssio	essa ns.	ary vo	ocab	ula	ary s	speci	fic to	0					cla	SS	critiques

Outcomes assessment strategies:

- Participate in, and contribute to, class discussions and studio work sessions.
- Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies).
- Plan and create calligraphic pieces in response to a stated assignment.
- Create an original work incorporating advanced calligraphy and present an oral presentation that includes a description of the process involved in making the work.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)

- The historical development of Roman capitals (during the Roman Empire) and Humanist Bookhand (during the Renaissance) including the influence of both cultural and technological factors on the development of letter styles.
- The historical development of the Latin Uncial alphabet (400-600 AD), Carolingian alphabet (800 AD), and Italic alphabet (1450 AD), and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance.
- Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits.
- The role of 2D design in calligraphy, and letterforms' role in visual art and graphic design.
- Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing.
- Art materials appropriate for calligraphy.
- Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- The value of craft in art-making.
- Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.
- Strategies for developing ideas.
- Strategies for problem solving in page layout and composition.

Competencies and Skills:

• Demonstrate skill in the use of broad-edged metal nibs, advanced materials and techniques. Could also include the use of a variety of lettering tools (brush, quill, ruling pen, reed pen, etc...).

	10
	 Write several historic scripts and contemporary variations, which may include the following: Roman majuscules, Uncial, Italic, Humanist Bookhand, Carolingian, and Gothic Blackletter.
	 Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture.
	Trace the development of the 26-letter Western alphabet during a particular period.
	 Apply vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
	Examine the functions of different letterforms, currently as well as historically.
	Discriminate between various writing styles.
	Make technically proficient and creatively expressive works of calligraphy.
	 Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of printmaking courses (ART 271 A, B, C).

Section #2 Transferabiltiy

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

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

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

nature of the course, though it will likely no	of the eligible for Geri Ed status.
Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer	□ required or support for major
Check all that apply	□ general education distribution requirement
	□ general elective
	other (provide details)
Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution
Required for Gen Ed only	

Identify comparables at Oregon schools					
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the ⊆	☐ Yes – Submit the General Education form ☐ No			
Section #3 Additional Information for new	v LDC courses				
How or where will the course be taught. Check all that apply	on campus hybrid	Nodality form, obtain signature and submit)			
Is this course in a degree or certificate as	s 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 Departme	ents				
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 a	• •			
courses will implement in fall or spring te	ourse approval process be rms depending on the for	the next available summer 2013 efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.			
Section # 4 Department Review					
This proposal has be reviewed at the SA					
SAC Chair (type na	ame)	Email			

Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature pagwith the pdf file to Curriculum – DC – 4^{th} floor.	ge. Please return the completed signature page

New Course Lower Division Collegiate (LDC)

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

Section #1 Gene	ral Information	T	T		
Department:	ART	Submitter			
		name Phone			
		Email			
Carrier Draffin	ADT 222C	# Credits:			
Course Prefix and Number:	ART 220C	Transcript Title	2		
Course Title:	Course Title: Advanced Calligraphy		Advanced	Calligraphy	
(60 characters		(30 characters max)			
max)	No	,			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab: 40		
		QO/ II () E ()	Lab:		
If the course is	repeatable then provide a				
compelling argu	•				
Is this course equivalent to another? If yes, they		☐ Yes	Course Nun	nber and Title	
must have the same description and outcomes.		⊠ No			
GRADE OPTIONS: Check as many or as few options as you'd like					
Choose the default grade option. What is the default grade? This will be the option listed at the top of the					
			a change in the dropdown menu		
	be assigned to the default grade of details on grade options see the A				
	actaile on grade opilone see inc.	Check all th		Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
Audit in consultation with faculty					
	ence in the course description with				
	ies, promotes, and improves. Do i				
	s in the description. Please limit the				
Course		-		equence and refines the forms.	
Description: (field will expand as	1			ced techniques with the use of	
needed)	mixed media and working at a	•			
	Includes creative problem-sol	ving activities th	e profession	ai calligrapher is likely to	
	encounter on the job.				
		•	•	tion of ART220 twice is equivalent	
to ART220B. Completion of ART220 three times is equivalent to ART220C.					

	Prerequisites: ART218A, ART218B and ART218C, or ART 218 or instructor permission.				
Addendum to Course Description:					
If this course is re standard prerequithese prerequisite and/or MTH prere	con/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum				
☐ Standard Pre	requisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.				
☐ Placement ir	nto: Placement into:				
course prefix & n	<u> </u>				
course prefix & n					
None – please ex					
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing				
good outcomes					
Learning Outcomes: (Use observable and measurable verbs)	* Use an advanced understanding of calligraphy as a lens through which to observe hand lette as a fine and graphic art. * Use in-depth level of critical evaluation, appreciation, assessment and respect for the art of				
	handwritten letters encountered in fine and graphic arts.				
	* Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed.				
	* Create personally significant works of calligraphy that demonstrate an advanced level of skill.				
Course activities and	 Create single works that demonstrate the ability to use a variety of technical skills while remaining aware of the inherent characteristics of different calligraphic hands. 				
design: (from CCOG)	2) Generate ideas/concepts with an awareness of the intended content of the work produced.				
(Irolli cocc)	Demonstrate technical proficiency in current skill set. Hillian the processory vesselylary aposition to calligraphy when participating in class critiques.				
	 Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 				
	5) Asses and self-critique personal work to strategize creative solutions.				
	 Develop a personal body of work with an awareness of historical and contemporary artists working in calligraphy. 				
Outcomes	Participate in, and contribute to, class discussions and studio work sessions.				
assessment strategies:	 Develop conceptual ideas through the practice of creative research and preparatory 				
	studies (i.e., sketches, drafts, mock-ups, dummies).				

• Plan and create calligraphic pieces in response to a stated assignment

Plan and create campraphic pieces in response to a stated assignment.
Create an original work incorporating advanced calligraphy and present an oral
presentation that includes a description of the process involved in making the work.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)

- The historical development of Roman capitals (during the Roman Empire) and Humanist Bookhand (during the Renaissance) including the influence of both cultural and technological factors on the development of letter styles.
- The historical development of the Latin Uncial alphabet (400-600 AD), Carolingian alphabet (800 AD), and Italic alphabet (1450 AD), and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance.
- Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits.
- The role of 2D design in calligraphy, and letterforms' role in visual art and graphic design.
- Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing.
- Art materials appropriate for calligraphy.
- Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- The value of craft in art-making.
- Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.
- Strategies for developing ideas.
- Strategies for problem solving in page layout and composition.

Competencies and Skills:

- Demonstrate skill in the use of broad-edged metal nibs, advanced materials and techniques. Could also include the use of a variety of lettering tools (brush, quill, ruling pen, reed pen, etc...).
- Write several historic scripts and contemporary variations, which may include the following: Roman majuscules, Uncial, Italic, Humanist Bookhand, Carolingian, and Gothic Blackletter.
- Recognize and appraise the evolution in letter shape and structure due to the influence of

	81
	writing tools and culture.
	Trace the development of the 26-letter Western alphabet during a particular period.
	 Apply vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
	Examine the functions of different letterforms, currently as well as historically.
	Discriminate between various writing styles.
	Make technically proficient and creatively expressive works of calligraphy.
	Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of printmaking courses (ART 271 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	 ☐ required or support for major ☐ general education distribution requirement ☐ general elective
	other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☑ Other - provide evidence previously completed
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 M □ other (explain)	Modality form, obtain signa	ture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):	a roquirou, un orocuro or	a proroquiono. Trodoc pro	# 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 Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
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 a	after approval		
		the next available summe	er 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type	e name)	En	nail	
Elizabeth Bilyeu		ebilyeu@pcc.edu		
SAC Administrative Liais	on (type name)	Fn	nail	
Gene Flores	(7) - (-)	gene.flores@pcc.edu		
	ed in lieu of the signature nac		oleted signature nage	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor				

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window				
x 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				
Departme nt	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu	
Current prefix and number	Art 287	Proposed prefix and number	ART 287 A	
Current course title	Watercolor II	Proposed title (60 characters max)	Water Media II A	
Reason for title change	Clarification of course and transferability.	Proposed transcript title (30 characters max)	Water Media II A	
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				
more advanced watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to become more visually literate. A conceptual framework		Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with advanced art theory. Prerequisites: Three terms of ART284 or ART		

with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission.

Addendum to Course Description

The course includes lectures, demonstrations, slides, video/film and field trips.

At least a term of Watercolor I, Art 284 with a grade of "C" or better or instructor's permission required to enroll.

A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.

College level reading comprehension is necessary.

Art 287 fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.

284C or instructor permission.. May be taken 1 time for credit.

Reason for

change

Update.

Allows for further study under new number.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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

- 1. Continue to experience the process of learning to paint with watercolors.
- 2. Continue to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor.
- 3. Become aware of the special nature of learning to learn how to paint watercolor.

New learning outcomes

- Solve more complex problems using additional strategies fo r expressing visua I ideas through the watercolor painting medium.
- 2. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the proc esses, materials, and techniques associated with.
- 3. Ask meaningful ques tions, identify topical

- 4. To become aware of issues that are relevant to the artist working in the watercolor medium.
- 5. Experience the connection between seeing the subject and watching how paint and brush work on paper.
- 6. Learn to move water and paint on stretched watercolor paper.
- 7. Become sensitive to the way art helps us understand ourselves and our world.
- 8. Trust and develop intuitive consciousness through watercolor painting.

- issues. and employ an expanding watercolor painting vocabulary in critic al dialogue about the watercolor paintin g discipline.
- 4. Understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience.
- 5. Enjoy a m ore sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
- 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Corequisite

Reason for change

Update.

Allows for further study under new number.

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.

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Art SAC previously opted out of these prerequisi	tes for all Studio	courses.		
Placement into: .	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				
x Placement into: . Please see course description explanation.				
prefix & number:	Prerequisite	Corequisite	pre/con	
prefix & number:	Prerequisite	Corequisite	nre/con	

pre/con

3

87					
	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
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.					
requested that m	HER DEPARTMENTS AN ay impact other departme course for their program or	ents or campuses, such	as academic programs		
Please provide d	etails, who was contacted	and the resolution.			
☐ Yes x ☐ No					
Implementation	X Next available term after approval				
term	l	TER the next available	term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair		Email	Date		
Elizabeth Bilyeu		ebilyeu@pcc.edu	7 th Nov 2012		
SAC Adm	inistrative Liaison	Email	Date		
Gene Flores		gene flores@ncc edu	7 th Nov 2012		

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:	Art	Submitter name Phone Email	Jacqueline 971 722 5 jacqueline	
Course Prefix and Number:	ART 287 B	# Credits:	3	
Course Title: (60 characters max)	Water Media II B	Transcript Title (30 characters max)	Water Me	dia II B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 6 Lab:	0
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☐x No	Course No	umber 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)		Χ□		Χ□
Pass/No pass		Χ□		
Audi	t in consultation with faculty	ΧL		

introduces, co	ntence in the course description with an active verb, i.e. provides, explores, vers, presents, continues, promotes, and improves. Do not use the words: "course" Include any recommendations in the description. Please limit the description to 1-
Course Description: (field will expand as needed)	Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with advanced art theory. Prerequisites: One term of ART287 or ART 287A or instructor permission.
Addendum to Course Description:	 May be taken 1 time for credit. This is the second in a three course sequence. A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 287 B fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

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					
Art SAC previously opted out of these prerequisites for all Studio courses.					
x Placement into:		☐ Pla	cement into:		
course prefix & number: Ple	ease see course				☐ pre/co
description explanation.			Prerequisite	Corequisite	
course prefix & number:					☐ pre/co
			Prerequisite	Corequisite	-
course prefix & number:					☐ pre/co
•			Prerequisite	Corequisite	
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)	 Solve more complex problems using additional strategies for e xpressing visual ideas through the watercolor painting medium. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in crit ical dialogue about the watercolor painting discipline. Understand, interpret, and enjoy waterc olor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. Enjoy a more sophisticated awareness of the phys ical world, the nature of the relationship of human beings to it, and our impact on it via the
	experience of watercolor painting. 6. Implement expanded self-critiqui ng skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	 The course may include demonstrations, slides, lectures, video/films and field trips. Build upon current skill set with the intent of working towards technical and conceptual proficiency. Begin to develop personal work with an awareness of historical and contemporary artists working in water media. 1)Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different water media processes. 2)Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency. 4)Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Further expand and utilize the necessary vocabulary specific to water media when participating in class critiques and discussions. 6)Begin to assess and self-critique personal work to strategize creative solutions. 7)Begin to develop personal work with an awareness of historical and
Outcomes assessment strategies:	 contemporary artists working in water media. The course may include demonstrations, slides, lectures, video/films and field trips. Build upon advanced skill set with the intent of working towards technical and conceptual proficiency. Develop personal work with an awareness of historical and contemporary artists working in water media.
Course Content: Themes, Concepts, Issues and	 Solve more complex problems using additional strategies for e xpressing visual ideas through the watercolor painting medium. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with.

Skills: (from CCOG)	 Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in cr itical dialogue about the watercolor painting discipline. Employ, understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. Enjoy a more sophisticated awareness of the phys ical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. Implement expanded self-critiqui ng skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for the new course	Clarification of course and updating. Course is second of three sections of courses ART 287 A, B, C. Allows for further study under new number.

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	Already approved for Gen Ed.
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 <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution X☐ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural			
Diversity designation being Sought at this time?			
O (' 110 A 1 1 1 1 1 1 - 5 1 1	(
Section #3 Additional Information	X on campus		
How or where will the course	hybrid		
be taught. Check all that apply	on-line (complete DL Modality form, obta	ain signature and	
	submit) other (explain)		
Is this course in a degree or ce	rtificate as required, an elective or a prerequis	ite? 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.			
Deell Teached.			
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			
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 ap	pproved for submission.
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@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.

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 Ge	neral Information		T		
Department:	Art	Submitter	Jacqueline Ehlis		
		name		971 722 5314	
		Email	jacqueline	e.ehlis@pcc.edu	
Course	ART 287 C	# Credits:	3		
Prefix and					
Number:	NA/ (Transcript	10/ / 04		
Course Title:	Water Media II C	Title (30	Water Me	dia II C	
(60 characters		characters			
max)		max)			
Can this	New LDC courses may	Contact	Lecture:		
course be repeated?	not be repeated for credit effective 2013-14 school	hours: PER QUARTER	Lec/lab: 6	0	
repeateu:	year.	QUARTER	Lab:		
	repeatable then provide a				
compelling argument.					
			0 11		
Is this course equivalent to another? If yes, they			Course Ni	umber and Title	
must have the same description and		∏x No			
outcomes.					
GRADE OPT	IONS: Check as many or as	few options as	you'd like		
	efault grade option. What is				
	down menu for the CRN. S				
			default grade option. Call the etails on grade options see		
	Standards and Practices Ha		or more de	valle on grade optione see	
		Check all that apply		Default (Choose one)	
A-F (letter grade)		X□		Χ	
Pass/No pass		X□			
Audit in consultation with faculty		X			

introduces, co	ntence in the course description with an active verb, i.e. provides, explores, vers, presents, continues, promotes, and improves. Do not use the words: "course" Include any recommendations in the description. Please limit the description to 1-
Course Description: (field will expand as needed)	Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a further understood conceptual framework for critical analysis along with advanced art theory. Prerequisites: Two terms of ART287 or ART 287B or instructor permission.
Addendum to Course Description:	 May be taken 1 time for credit. This is the second in a three course sequence. A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 287 C fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipling	ne Studies Standa	rd Prered	quisite 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	5 and M	H 20 or equivale	ent placement te	est scores
Art SAC previously opted out of these prerequisites for all Studio courses.					
x Placement into:		☐ Pla	acement into:		
course prefix & number: Ple	ease see course				☐ pre/co
description explanation.			Prerequisite	Corequisite	
course prefix & number:					☐ pre/co
-			Prerequisite	Corequisite	-
course prefix & number:					☐ pre/co
•			Prerequisite	Corequisite	
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.

Lograina	Solve more complex problems using additional strategies for e xpressing
Learning	visual ideas through the watercolor painting medium.
Outcomes: (Use	Create advanced personal works of art, which demonstrate an intermediate
observable	knowledge of the watercolor painting discipline, and the processes,
and	materials, and techniques associated with.
measurable	3. Ask meaningful questions, identify topical issues, and employ an expanding
verbs)	watercolor painting vocabulary in crit ical dialogue about the watercolor
vcib3)	painting discipline.
	4. Employ understand, interpret, and enjoy watercolor painting from different
	cultures facilitating increased engagement with the diversity of perspectives
	in the human experience.
	5. Enjoy a more sophisticated awareness of the phys ical world, the nature of
	the relationship of human beings to it, and our impact on it via the
	experience of watercolor painting.
	Implement expanded self-critiqui ng skills en route to autonomous
	expression through watercolor painting with respect to the standards
	established in contemporary and historical works of art.
Course	The course may include demonstrations, slides, lectures, video/films and
activities and	field trips.
design:	Build upon current skill set with the intent of working towards technical and
(from	conceptual proficiency. • Begin to develop personal work with an awareness of historical and
CCOG)	contemporary artists working in water media.
	. ,
	1)Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different water media processes.
	·
	2)Generate ideas/concepts with an awareness of the intended content of the work produced.
	3)Build upon current skill set with the intent of working towards technical
	proficiency.
	4)Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space.
	5)Utilize the necessary vocabulary specific to water media when participating in
	class critiques and discussions.
	6)Assess and self-critique personal work to strategize creative solutions.
	7)Develop personal work with an awareness of historical and contemporary artists
	working in water media.
Outcomes	The course may include demonstrations, slides, lectures, video/films and
assessment	field trips.
strategies:	Build upon advanced skill set with the intent of working towards technical
	and conceptual proficiency.
	Develop to further understand personal work with an awareness of
	historical and contemporary artists working in water media.
Course	Solve more complex problems using additional strategies for e xpressing
Course Content:	visual ideas through the watercolor painting medium.
Themes,	Create advanced personal works of art, which demonstrate an intermediate
Concepts,	knowledge of the watercolor painting discipline, and the processes,
Issues and	materials, and techniques associated with.
locaco ana	· · · · · · · · · · · · · · · · · · ·

Skills: (from CCOG)	 Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in cr itical dialogue about the watercolor painting discipline. Employ understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. Enjoy a more sophisticated awareness of the phys ical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. Implement expanded self-critiqui ng skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for the new course	Clarification of course and updating. Course is three of three sections of courses ART 284 A, B, C). Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	x☐ required or support for major x☐ general education distribution requirement
отоби ин итал арргу	x general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution x ☐ Other - provide evidence
Identify comparables at Oregon schools	

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Is General Education or Cultura Diversity designation being sought at this time?	Yes – Submit the <u>General Education</u> No	form
Section #3 Additional Information	on for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus	ain signature and
Is this course in a degree or cell details.	rtificate as required, an elective or a prerequis	ite? Please provide
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.		
Hove you consulted with the		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as		

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

prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of

acknowledgements or agreements that have been

reached.		
Implementation term:	Next available term after approvalSpecify 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 ap	proved for submission.
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu

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

Contact and/or Credit Hour Change

Section #1 Ge	eneral Information			
Department	Diesel Service Technology	Submitter name,		Phillis, 971-722-7204,
		phone,	tyler.p	hillis@pcc.edu
		and email		
Course	DS206		Medii	ım/Heavy Duty Brakes, Suspension
Course prefix and number	DS200	title Medium/Heavy Duty Brakes, Suspension and Steering Systems		
•1 credit of led	cture meets 1 hr /wk (10 hr/term), p c-lab meets 2 hr/wk (20 hr/term), pl	us 1 hr of stu	idy, for	
CURRENT C	ONTACT AND CREDIT HOURS	PROPOSEI	D CONT	ACT AND CREDIT HOURS
Lecture	0	Lecture		0
Lecture/Lab	9	Lecture/Lab)	8
Lab	0	Lab		0
Total contact hours/term	180	Total contact hours/term	ct	160
Total credits	9	Total credits	8	8
Reason for change: To accommodate the adjustment of credits hours in DS106 (from 3 to 4 credits).				
	OUTCOMES: Are learning outcome is expected there will be a change			ange. If you are adding or removing
 Yes 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				
	contracting colleges? Are there co			ges that will impact other departments, is course as part of their program or as

☐ Yes ⊠ No	If yes, please explain	
		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ☑ No	If yes, please describe	
Implemen term	tation	☑ Next available term after approval☐ Specific term

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

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

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

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
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Section #1 General Information				
Department	Sign Language Interpretation	Submitter name	Xenia Woods, 971-722-8112	
		Phone	Xenia.woods@pcc.edu	
		Email		
Current	ASL 240	Proposed prefix		
prefix and number		and number		
Current course title	Deaf Studies	Proposed title (60 characters max)	History of the Deaf Community in America	
# Credits	4	Proposed transcript title (30 characters max)	History of the Deaf Community	
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)

Introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; Deaf people's involvement in and access to the arts; and perspectives on education.

Covers services, employment, legislation,

special technology, communication systems and attitudes toward languages and their impact on the Deaf community. Introduces basic terminology and explains the difference between signers and interpreters. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Reason for change		
worker, family member, community citizen, glo	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes guidelines on the curriculum webpage for more	
Current learning outcomes	New learning outcomes	
(required information for all course revisions)		
Upon completion of this course, students will be able to: 1. Apply an understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community, in order to use novel and creative approaches to educating the public. 2. Using an awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. 3. Use an understanding of the Deaf community, its history and culture to develop as allies of and ethical guests in Deaf society.		
for change		
DECUMENTED. Nata. 16th.	and for the Con Ed list it will be a see of for the fall of	
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	
	sites, corequisites and conc			
If you are NOT changing prerequi	•			
Standard prerequisites - WR 115, RD 11	5 and MTH 20 or equivalent	placement test s	cores	
Placement into: .			ı	
prefix & number:	☐ Prerequisite	☐ Corequisite	pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
		. -		
Is this course used for related instruction? If the inventory of <u>related instruction templates</u>	•	ving		
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and				
guidance.				
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or cathis course for their program or as a pres	mpuses, such as academi	c programs that		
	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): Summer 2013				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)	Email		Date	
Xenia Woods	Xenia.woods@pcc.edu			
SAC Administrative Liaison (type name) Email Date			Date	
David Stout dstout@pcc.edu				
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

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		
title description (include requisites) outcomes prerequisites and co-requisites	Check all that apply- double click on the	number
 ititle description (include requisites) outcomes prerequisites and co-requisites 	course number	,
□ outcomes□ prerequisites and co-requisites		<u> </u>
prerequisites and co-requisites	description (include requisites)	
	outcomes	
Grade option change	prerequisites and co-requisites	
	Grade option change	

Section #1 General Information			
Department	Sign Language Interpretation	Submitter name	Xenia Woods, 971-722-8112
		Phone	Xenia.woods@pcc.edu
		Email	
Current prefix and number	ITP 131	Proposed prefix and number	
Current course title	Deaf Culture	Proposed title (60 characters max)	Deaf Culture I
# 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	Proposed Description	
(required information for all course revisions. Include requisites)	(include requisites)	
Introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; Deaf people's involvement in and access to the arts; and perspectives on education. Covers services, employment, legislation, special technology, communication systems		

impact on the basic termine difference between Prerequisite	s toward languages and their ne Deaf community. Introduces nology and explains the etween signers and interpreters. es: WR 115, RD 115 and MTH alent 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

	rrent learning outcomes red information for all course	New learning outcomes
	revisions)	
Upon comp will be able	eletion of this course, students	Upon completion of this course, students will be able to:
perspectives f backgrounds,	uss and understand the different from Deaf people with variety of language, communication modes, from gender, and ethnic.	Interact in a way that respects the values, social customs and cultural aspects of Deaf people.
Students will values, social people in dep Throughout tl identify their cultural aspec	learn to appreciate and respect the customs and cultural aspects of Deaf	Think critically with an understanding of one's own cultural filter, social customs and other cultural biases and how they differ from values, social customs, and other cultural aspects in America and other countries in the world.
aspects within world. Students will folklore as pro theatre, storyt	n America and other countries in the explore the variety of literature and esented by various Deaf people in elling and cultural arts. The importance the literature and folklore work to	Connect themes from literature and folklore as presented by various Deaf people in theatre, storytelling and cultural arts to the political and social issues in the Deaf community.
represent the Deaf people's cultural, language and experiences will be analyzed and discussed in depth. Students will explore the implications of cultural differences such as collectivism and individualism; high context and low context; time orientation; polychronic and monochronic; reasoning and rhetoric and other areas at the intersection of the Deaf and		Apply an understanding of cultural differences such as collectivism and individualism; high context and low context; time orientation; polychronic and monochronic; reasoning and rhetoric and other areas at the intersection of the Deaf and hearing worlds to their interactions in the Deaf community.
within their o	explore the diversity of Deaf people wn cultural and its differences and etween many other minorities' cultures.	Apply cultural understandings learned in class effectively in authentic interactions with native signers.

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 for				
If you are	Current prerequisites, core NOT changing prerequisites or o	•		area
	uisites - WR 115, RD 115 and MT			
☐ Placement into:				
prefix & number:		Prerequisite	☐ Corequisit	e pre/con
prefix & number:		☐ Prerequisite	☐ Corequisit	e pre/con
	Proposed prerequisites, core	equisites and conc	urrent	
If you are	NOT changing prerequisites or c	o-requisites DO N	OTHING in this	area
Standard prerequ	uisites - WR 115, RD 115 and MT	TH 20 or equivalen	t placement te	st scores
☐ Placement into:				
prefix & number:		☐ Prerequisite	☐ Corequisit	e pre/con
prefix & number:		☐ Prerequisite	Corequisit	e pre/con
	or related instruction? Please co	onfirm this by review	wing	yes no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
•				
that may impact of	R DEPARTMENTS AND CAMPU her departments or campuses, ir program or as a prerequisite	such as academ	ic programs t	
Please provide deta	ils, who was contacted and the re	esolution.		
☐ Yes ⊠ No				
Implementation [Next available term after approximately Specify term (if AFTER the	•	m): Summer 20	113
Allow 4-6 months to	complete the approval process bils. www.pcc.edu/curriculum		,	
-1-1	•			
Section # 2 Departm	nent Review			
This proposal has be	een reviewed at the SAC level ar	nd approved for sul	bmission	
SAC Cha	ir (type name)	Email		Date

Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@pcc.edu	

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

Course Revision

What do you want to change? Check all that apply- double click on the	Save this do
check box which opens the task window	Humber
☐ course number	Send comple
☐ title	Carricula
description (include requisites)	
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 G	eneral Information		
Department	Sign Language Interpretation	Submitter name Phone Email	Xenia Woods, 971-722-8112 Xenia.woods@pcc.edu
Current prefix and number	ITP 262	Proposed prefix and number	
Current course title	Interpreting Theory III	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.

not use the words: course and/or student. Inc	clude recommendations in the description.
Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Covers special settings and clients, including the following: oral, deaf/blind, minimal language competency, telephone, religious, performing arts, social service, medical, mental health and legal. Freelance practices and national, state, and local	Covers special settings and consumers, including: oral, deaf-blind, minimal language competency, VRS/VRI, religious, performing arts, social service, medical, mental health and legal. Includes preparation for national certification evaluation.

certification	evaluations are covered.
Prerequisite	e: ITP 260.
Reason for change	Changes in national interpreter education standards Redistribution of program credits

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

	n <u>writing good outcomes</u> .	s guidelines on the curriculum webpage for more
Cu	rrent learning outcomes	New learning outcomes
(requi	red information for all course revisions)	
Upon completion of this course, students will be able to:		Apply knowledge of appropriate placement of interpreters in work settings based on skills and qualifications
cert Reg and Dea Dea Des free Der acce as a Der inte thos oral com Eng Des	cribe the current evaluation and ification process(es) of the gistry of Interpreters for the Deaf the National Association of the Mational Association of the Africa cribe what is needed to run a clance interpreting business monstrate appropriate behavior in the epting interpreting assignments an independent contractor monstrate a basic ability to appret for Deaf/Blind people, for see who prefer to communicate the language base in ASL or exclish the cribe typical settings in each of areas above, and outline issues the may arise in each.	Use an understanding of unique interpreting settings and apply appropriate practices for each setting Apply knowledge of needs of unique deaf populations to work effectively in community and post-secondary settings Follow standard practices (published by the Registry of Interpreters for the Deaf) in freelance and volunteer environments
Reason	Changes in national interpreter e	
Redistribution of program credits		

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.

If you are	Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					·ea
	uisites - WR 115, RD 115					
☐ Placement into:						
prefix & number: IT	P 260		□ Prerequisite	Со	requisite	☐ pre/con
prefix & number:			☐ Prerequisite	Со	requisite	☐ pre/con
16	Proposed prerequisite		•		o: ":	
	 NOT changing prerequisit uisites - WR 115, RD 115 a 		•			
☐ Placement into:			<u>'</u>			
prefix & number:			Prerequisite	Со	requisite	pre/con
prefix & number:			Prerequisite	Со	requisite	☐ pre/con
					T	
	for related instruction? Ple ted instruction templates.	ease co	onfirm this by revie	wing	│	
communication, cor requires you to subi	things: 1) Outcomes – if youngutation and/or human remait a related instruction in the comprehensive	lations CTE co	and 2) the hours ourse form at the s	of stude ame tim	nt learning ne as you s	. Then this submit this
that may impact of	R DEPARTMENTS AND C ther departments or cam ir program or as a prerec	puses,	such as academ	ic prog	rams that	
Please provide details, who was contacted and the resolution.						
☐ Yes ☑ No						
Implementation term	Next available term		•	m). Cum	amar 2012	
Allow 4-6 months to	Specify term (if AFT complete the approval proails. www.pcc.edu/curriculum	ocess b				
Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name)					Date	
Xenia Woods			Xenia.woods@pcc.edu			- 2.10
SAC Administrati	ive Liaison (type name)		Email Da			Date
David Stout		dstout@pcc.edu				

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

Section #1 G	ene	eral Information			
Department	Si	gn Language Interpretation	Submitter Xenia Woods		Woods
			,	_	22-8112
			phone,	Xenia.	woods@pcc.edu
			and email		
Course prefix and number	IT	P 180	Course title	· · · · · · · · · · · · · · · · · · ·	
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				10 weeks = 30 hr/week	
CURRENT C	O	NTACT AND CREDIT HOURS	PROPOSEI	CON1	FACT AND CREDIT HOURS
Lecture		10	Lecture		20
Lecture/Lab			Lecture/Lab)	
Lab			Lab		
Total contact hours/term			Total contact hours/term	ct	
Total credits		1	Total credits		2
Reason for change:	The work required is not reflected in one credit				
		TCOMES: Are learning outcome expected there will be a change			ange. If you are adding or removing
⊠ Yes I	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
✓ Yes✓ If yes, then you need to complete a degree/certificate change form located on the curriculum website					
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 General Information					
Department	Si	ign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu	
Course prefix and number	IT	P 211	Course title	Se American Sign Language IV	
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				10 weeks = 30 hr/week	
CURRENT (CON	NTACT AND CREDIT HOURS	PROPOSEI	CONT	FACT AND CREDIT HOURS
Lecture		30	Lecture		40
Lecture/Lab			Lecture/Lab		
Lab			Lab		
Total contac hours/term	t		Total contact hours/term		
Total credits		3	Total credits		4
Reason for change:	Updated curriculum has new materials which require additional lecture hours				
		TCOMES: Are learning outcome expected there will be a change			ange. If you are adding or removing
	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
✓ Yes☐ NoIf yes, then you need to complete a degree/certificate change form located on the curriculum website					
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes ⊠ No	If yes, please explain	
		vith SAC Chairs from other disciplines regarding potential course duplication, impact
on enrolln	nent or cont	ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 G	Section #1 General Information				
Department	Si	gn Language Interpretation	Submitter name,		Woods 22-8112
			phone,	Xenia.	woods@pcc.edu
			and email		
Course prefix and number	ΙΤ	P 212	Course title American Sign Language V		can Sign Language V
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 C	10	ITACT AND CREDIT HOURS	PROPOSEI	CON1	FACT AND CREDIT HOURS
Lecture		30	Lecture		40
Lecture/Lab			Lecture/Lab		
Lab			Lab		
Total contact hours/term			Total contact hours/term		
Total credits		3	Total credits		4
Reason for change:	Updated curriculum has new materials which require additional lecture hours				
		TCOMES: Are learning outcome expected there will be a change			ange. If you are adding or removing
⊠ Yes I	Yes If yes, then complete the learning outcomes section of the course revision form found on the				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
YesNoIf yes, then you need to complete a degree/certificate change form located on the curriculum website					
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes ⊠ No	If yes, please explain	
		vith SAC Chairs from other disciplines regarding potential course duplication, impact
on enrolln	nent or cont	ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 G	Sen	eral Information			
Department	S	ign Language Interpretation	Submitter name,		Woods
			,	_	22-8112
			phone,	Xenia.	woods@pcc.edu
			and email		
Course prefix and number	IT	P 231	Course title ASL Li		inguistics II
Contact and Credit Hours 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week				10 weeks = 30 hr/week	
CURRENT (201	NTACT AND CREDIT HOURS	PROPOSEI	CON	FACT AND CREDIT HOURS
Lecture		20	Lecture		30
Lecture/Lab			Lecture/Lab		
Lab			Lab		
Total contact hours/term	t		Total contact hours/term		
Total credits		2	Total credits		3
Reason for change: Updated curriculum has new managed the change in the		aterials which	n requir	e additional lecture hours	
		TCOMES: Are learning outcome expected there will be a change	_		ange. If you are adding or removing
		f yes, then complete the learning outcomes section of the course revision form found on the curriculum website			
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
	If yes, then you need to complete a degree/certificate change form located on the curriculum website				
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes ☐ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 2013

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

Section #1 G	en	eral Information			
Department	S	ign Language Interpretation	Submitter name,		Woods
			,	_	22-8112
			phone,	Xenia.	woods@pcc.edu
			and email		
Course prefix and number	IT	P 262	Course title Interpr		reting Theory III
Contact and Credit Hours 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week				10 weeks = 30 hr/week	
CURRENT C	201	NTACT AND CREDIT HOURS	PROPOSEI	CON	FACT AND CREDIT HOURS
Lecture		40	Lecture		30
Lecture/Lab			Lecture/Lab)	
Lab			Lab		
Total contact hours/term	t		Total contact hours/term		
Total credits		4	Total credits 3		3
Reason for change:			content to a new course to balance the		
		TCOMES: Are learning outcome expected there will be a change			ange. If you are adding or removing
⊠ Yes I	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
	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?					

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☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 G	ene	eral Information			
Department	Si	gn Language Interpretation	Submitter name,		Woods 22-8112
			phone,	Xenia.	woods@pcc.edu
			and email		
Course prefix and number	ΙΤ	P 270	Course title Interpr		reting Process I
Contact and Credit Hours 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week				10 weeks = 30 hr/week	
CURRENT C	10	ITACT AND CREDIT HOURS	PROPOSEI	CON1	FACT AND CREDIT HOURS
Lecture		40	Lecture		60
Lecture/Lab			Lecture/Lab	1	
Lab			Lab		
Total contact hours/term			Total contact hours/term		
Total credits		4	Total credits		6
Reason for change: Updated curriculum has new materials which require additional lecture hours		e additional lecture hours			
		TCOMES: Are learning outcome expected there will be a change	_		ange. If you are adding or removing
⊠ Yes I	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
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?					

124

☐ Yes ⊠ No	If yes, please explain	
		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 G	en	eral Information			
Department	S	ign Language Interpretation	Submitter name,		Woods
			phone,	_	22-8112 woods@pcc.edu
			and email	Aeriia.	woods@pcc.edu
Course prefix and number	IT	P 273	Course title Interpr		reting Process IV
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				10 weeks = 30 hr/week	
CURRENT C	100	NTACT AND CREDIT HOURS	PROPOSEI	CON	FACT AND CREDIT HOURS
Lecture		60	Lecture		40
Lecture/Lab			Lecture/Lab)	
Lab			Lab		
Total contact hours/term	t		Total contact hours/term		
Total credits		6	Total credits		4
Reason for change:				ging content to better suit the students'	
		TCOMES: Are learning outcome expected there will be a change			ange. If you are adding or removing
⊠ Yes I	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
	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?					

126

☐ Yes ⊠ No	If yes, please explain	
		vith SAC Chairs from other disciplines regarding potential course duplication, impact
on enrolln	nent or cont	ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 G	en	eral Information			
Department	Si	ign Language Interpretation	Submitter name,		Woods 22-8112
			phone,	_	woods@pcc.edu
			and email		
Course prefix and number	IT	P 274	Course title Interpr		reting Process V
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				10 weeks = 30 hr/week	
CURRENT (201	NTACT AND CREDIT HOURS	PROPOSEI	CON	FACT AND CREDIT HOURS
Lecture		60	Lecture		40
Lecture/Lab			Lecture/Lab)	
Lab			Lab		
Total contact hours/term			Total contact hours/term		
Total credits		6	Total credits		4
Reason for change:	9		s course and	rearran	ging content to better suit the students'
		TCOMES: Are learning outcome expected there will be a change	_		ange. If you are adding or removing
		f yes, then complete the learning outcomes section of the course revision form found on the curriculum website			
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
	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?					

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☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes □ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

Section #1 G	Sen	eral Information			
Department	Si	ign Language Interpretation	Submitter name,		Woods 22-8112
			phone,	Xenia.	woods@pcc.edu
			and email		
Course prefix and number	IT	P 279	Course title Mock		Interpreting I
Contact and Credit Hours 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week				10 weeks = 30 hr/week	
CURRENT (201	NTACT AND CREDIT HOURS	PROPOSEI	CON	FACT AND CREDIT HOURS
Lecture		10	Lecture		20
Lecture/Lab			Lecture/Lab)	
Lab			Lab		
Total contac hours/term	t		Total contact hours/term		
Total credits		1	Total credits		2
Reason for change: The work required is not reflected as a second control of the change is not reflected as		ed in one cre	dit		
		TCOMES: Are learning outcome expected there will be a change			ange. If you are adding or removing
⊠ Yes	If ye	f yes, then complete the learning outcomes section of the course revision form found on the curriculum website			
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degi	rees or	certificates affected by this change?
	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?					

130

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes ☐ No	If yes, please describe	
Implementation term		☐ Next available term after approval☑ Specific term: Summer 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.

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:	American Sign Language and	Submitter	Xenia Woods		
	Sign Language Interpretation	name	971-722-81	12	
		Phone	xenia.woods	s@pcc.edu	
		Email			
Course Prefix and Number:	ASL 260	# Credits:	3		
Course Title: (60 characters max)	Introduction to Interpreting	Transcript Title (30 characters max)	Introduction to Interpreting		
Can this course	x No	Contact hours:	Lecture: 30		
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab: 0		
is 0 repeats	How many times?	QO/II(I)	Lab: 0		
If the course is repeatable then provide a compelling argument.					
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	x No			
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
dropdown menu will automatically	ault grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	t make a choice of option. Call the C	r do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)	x	x		
	Pass/No pass				
	Audit in consultation with faculty				
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed) Introduces sign language interpreting as a profession. Includes the roles and functions of interpreters; employment options; and an analysis of the demands and rewards of the career path. Covers fundamental pre-interpreting skills and reviews linguistic and grammatical principles and conventions; explores strategies for developing ASL and English vocabulary and skills for effective communication. Prerequisite: ASL 103 or ASL 151, or equivalent.					

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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:						
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: Course prefix & number: ASL 103 or ASL 151 x Prerequisite Corequisite pre/co course prefix & number: Prerequisite Corequisite pre/co course prefix & number: Prerequisite Corequisite pre/co	General Education/Discipline Studies Standard Pre	requisite A	Approval			
☐ Placement into: ☐ Placement into: course prefix & number: ASL 103 or ASL 151 x Prerequisite ☐ Corequisite ☐ pre/co course prefix & number: ☐ Prerequisite ☐ Corequisite ☐ pre/co course prefix & number: ☐ Prerequisite ☐ Corequisite ☐ pre/co	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					
course prefix & number: ASL 103 or ASL 151	x Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
course prefix & number: Course prefix & number: Prerequisite Corequisite pre/co Prerequisite Corequisite pre/co	☐ Placement into: ☐ Placement into:					
course prefix & number: Prerequisite Corequisite pre/co	course prefix & number: ASL 103 or ASL 151 x Prerequisite Corequisite pre/co					
	course prefix & number:					
None – please explain	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 Upon successful completion of this course, students will be able to: Outcomes: Use knowledge of duties and responsibilities; roles and functions of interpreters, the job (Use observable market and career options to make an informed decision about a career in the field of and measurable American Sign Language verbs) Apply grammatical and linguistic conventions to text analysis and effective communication Describe to others the importance of memory, visualization, paraphrasing, summarizing, and abstraction in the interpreting process Prepare source texts for translation using principles of text analysis Course Activities include readings, lectures, discussions, small group problem-solving tasks, analysis of job activities and descriptions, text analysis, grammatical and linguistic exercises, guest speakers, videos, and student presentations. design: (from CCOG) Outcomes Assessment strategies include written quizzes, exams, and assignments, including a research assessment paper. strategies: Course Settings in which interpreters work, job requirements, opportunities and earning potential Content: Personality analysis and use of career profile instruments Themes, Basic grammar: concepts and terms and how it applies to translation and interpreting Concepts. Basic linguistics: concepts, terms, and how it applies to translation and interpreting Issues and Skills: The Registry of Interpreters for the Deaf and certification systems (from CCOG) Text analysis concepts, terms, and exercises Cognitive processing exercises and other pre-interpreting skills Strategies for developing enhanced fluency in both English and ASL

Reason for	the
new course	

Students often enter the Sign Language Interpretation Program without a clear picture of the role of an interpreter, a sense of the job market, or a solid base in pre-interpreting skills. This course seeks to alleviate these problems. In its experimental offering, it succeeded in doing that.

Section	#2	Transferabiltiv
Section	#Z	Halloiciabilliv

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.

natare of the course, thought the minimitery flot be engine for continue catacas.			
Which OUS school will the course transfer to? List all	Western Oregon University INT 254 Introduction to the Profession of Interpreting (3)		
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 		
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No		

Section #3 Additional Information for new LDC courses					
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)				
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.					
Name of certificate(s):	Sign Language Interpretation (recommended # credits: 89 prerequisite)				
Name of degree(s):	Sign Language Interpretation (recommended # credits: 101 prerequisite				
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course is recommended preparation for entering the Sign Language Interpretation Program				
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 aft	er 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 LD courses will implement in fall or spring terms depending on the formal approval process (see timetable linking reque and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type	e name)	Email		
Xenia Woods		Xenia.woods@pcc.edu		

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name) Email				
Xenia Woods Xenia.woods@pcc.edu				
SAC Administrative Liaison (type name) Email				
David Stout dstout@pcc.edu				
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor.				

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:	Sign Language Interpretation & Deaf Studies		Submitter name phone and email		oods, 971-722-8112 ods@pcc.edu	
Prefix and Course Number:	ITP 132		Credits:	2		
Course Title: (60 characters max)	Deaf Cu	ılture II	Transcript Title (30 characters max)	Deaf Culture II		
Can this course be	⊠ No	How many	Contact hours:	Lecture:	20	
repeated? PCC default is 0 repeats	Yes	times?	PER QUARTER	Lec/lab: Lab:		
If the course is rep		hen provide a				
Is this course equiva			☐ Yes ⊠ No	Prefix, nur	nber 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 971-72. 7813. For more details on grade options see the Academic Standards and Practices Handbook.					change in the dropdown menu e if you have questions 971-722-	
3			Check all that	t apply	Default (Choose one)	
A-F (letter grade)			\boxtimes			
		Pass/No pass				
A	udit in cor	sultation 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, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)						
Continues work of ITP 131. Focuses on more advanced concepts in cultural, gender, and sociological studies in the Deaf community. Course is taught in ASL with no interpretation. Admission into Sign Language Interpretation program and department permission required.						
Addendum to course description:						

Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20	or equivalent place	ement test scores			
☐ Placement into: ☐ Placement into:					
course prefix & number: ITP 212		☐ 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 Upon completion of this course, students will be able to: observable and measurable verbs) Interact in a way that respects the values, social customs and cultural aspects of Deaf people. Think critically with an understanding of one's own cultural filter, social customs and other cultural biases and how they differ from values, social customs, and other cultural aspects in America and other countries in the world. Connect themes from literature and folklore as presented by various Deaf people in theatre, storytelling and cultural arts to the political and social issues in the Deaf community. Apply an understanding of cultural differences such as collectivism and individualism; high context and low context; time orientation; polychronic and monochronic; reasoning and rhetoric and other areas at the intersection of the Deaf and hearing worlds to their interactions in the Deaf community. Apply cultural understandings learned in class effectively in authentic interactions with native signers. Course activities and This course will include live and videotaped presentations, lectures, small group design: (from CCOG) discussions, student presentations, and guest speakers. Outcomes assessment Assessment strategies include quizzes, exams, papers, and short presentations. strategies: (from CCOG) Course Content: Themes, Concepts, Includes all or most of the following on a continual basis: Issues and Skills: (from CCOG) Culture in general, American Culture, American Deaf Culture, different perspectives based or from background, language, communication mode, gender, young to old, ethnic, values, social customs, cultural aspects, historical, theatre, storytelling, literature, folklore, and high and low context cultures.

Section #2 Function of the	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?			⊠ Yes □ No		
Name of certificate(s):		Sign Language Interpretation, Deaf Studies	# credit: 89, 52		
Name of degree(s):		Sign Language Interpretation	# credit: 101		
Will this new course be part or	f a ne	w, proposed PCC certificate or degree?	☐ Yes ☐ No		
Name of new certificate(s):			# credit:		
Name of new degree(s):		Deaf Studies	# credit: 90		
Briefly explain how this course fits into the above program(s). i.e. requirement or elective:					
Is this course used to supp	ly rel	ated instruction for a certificate?	☐ Yes ☑ No		
If no is selected continue to	o par	t three.			
If yes is selected complete	the I	Related Instruction in CTE Courses form availa	able on the curriculum		
office website, www.pcc.ed	lu/cui	riculm.			
Section #3 Additional Inforr	matio	n for new CTE courses			
How or where will the course be taught. Check all that apply	sign	on campus	e DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify	Yes	: PSU, Marylhurst			
Impact on other Programs	and [Departments			
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.					
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.					
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	No				

100		
acknowledgments and/or agreements that have been reached		
Is there any potential impa	ct 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: Summer 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled.		
Section # 4 Department Review		

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@pcc.edu	

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

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 Genera	Section #1 General Information				
Department:	Sign Language			Xenia Woods, 971-722-8112	
	Interpretation		phone and email	xenia.woo	ods@pcc.edu
Prefix and Course Number:	ITP 263		Credits:	2	
Course Title: (60 characters max)	Interpre	ting Theory IV	Transcript Title (30 characters max)	Interpreting Theory IV	
Can this course be	⊠ No	How many	Contact hours:	Lecture: 20	
repeated?	☐ Yes	times?	PER	Lec/lab:	
PCC default is 0 repeats			QUARTER	Lab:	
If the course is rep compelling argume		nen provide a			
Is this course equiva			☐ Yes ⊠ No	Prefix, nun	nber and title:
GRADE OPTIONS:	Check as	many or as few optio	ns 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		Default (Choose one)
A-F (letter grade)			\boxtimes		
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, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)					
Covers business practices, marketing, networking, resources at national, state, and local level. Includes development of business plan, portfolio, and other tools for beginning one's career.					
Addendum to cour	se descri	ption:			

Identify prerequisite, corequisite and concurrent course(s) Glouble click on check box to activate dialog box Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into:			170			
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: Placement into: Placement into: Prerequisite Corequisite pre/co course prefix & number: Prerequisite Corequisite pre/co Prerequisite Prerequisi	Identify prerequiste, corequisite and concurrent course(s)					
Placement into: Course prefix & number: ITP 262	(double click on check box to activate dialog box)					
Course prefix & number: ITP 262		·				
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 course delines on the curriculum website for more guidance on writing good outcomes. Accept interpreting assignments appropriately as an independent contractor Use business and job-finding skills to advance professional goals Use networking contacts to gain employment and develop business and professional relationships Engage with and contribute to local professional organization Oregon and/or Washington Registry of Interpreters for the Deaf Course activities and design: (from CCOG) Outcomes assessment strategies: (from CCOG) Fourse Content: Themes, Concepts, Issues and Skills: (from CCOG) Pound Examinations or quizzes, a written business plan, a portfolio, and a research paper. Pormal examinations or quizzes, a written business plan, a portfolio, and a research paper. Pormal examinations or quizzes, a written business plan, a portfolio, and a research paper. Pormal examinations or quizzes, a written business plan, a portfolio, and a research paper. Pormal examinations or quizzes, a written business plan, a portfolio, and a research paper. Pormal examinations or quizzes, a written business plan, a portfolio, and a research paper. Power Course Content: Themes, Concepts, skills Power Course Concepts, skills Resources for developing a small business Pormal examinations or quizzes, a written business plan, a portfolio, and a research paper. Power Course Course 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 be part of an existing, currently approved PCC certific	•					<u> </u>
tamily 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) Establish a freelance interpreting business Accept interpreting assignments appropriately as an independent contractor Use business and job-finding skills to advance professional goals Use networking contacts to gain employment and develop business and professional relationships Engage with and contribute to local professional organization Oregon and/or Washington Registry of Interpreters for the Deaf Course activities and design: (from CCOG) Outcomes assessment strategies: (from CCOG) Formal examinations or quizzes, a written business plan, a portfolio, and a research paper. Formal examinations or quizzes, a written business plan, a portfolio, and a research paper. Business practices for working in private practice	course prefix & number:			Prerequisite		pre/co
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Sec course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Outcomes: (Use observable and measurable verbs) Accept interpreting assignments appropriately as an independent contractor Use business and job-finding skills to advance professional goals Use networking contacts to gain employment and develop business and professional relationships Engage with and contribute to local professional organization Oregon and/or Washington Registry of Interpreters for the Deaf Course activities and design: (from CCOG) Outcomes assessment strategies: (from CCOG) This course will consist of lecture, discussion, videotapes, guest speakers, and hands-on application of techniques. Formal examinations or quizzes, a written business plan, a portfolio, and a research paper. Formal examinations or quizzes, a written business plan, a portfolio, and a research paper. Business practices for working in private practice Qualifications an interpreter needs Networking approaches, skills Resources for developing a small business 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? Sign Language Interpretation # credit: 89 Name of degree(s): Sign Language Interpretation # credit: 101 Will this new course be part of a new, proposed PCC certificate or degree?						
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Will this new course be part of a new, proposed PCC certificate or degree? No	`,					
□ No		port of a re-				01
	vviii triis new course de p					
	Name of new certificate((s):			# credit:	

Name of new degree(s):

credit:

Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:					
Is this course used to supp	Is this course used to supply related instruction for a certificate? ☐ Yes ☐ No				
If no is selected continue to If yes is selected complete office website, www.pcc.ed	the Related Instruction in CTE Courses form available on the curriculum				
Section #3 Additional Infor	mation for new CTE courses				
How or where will the course be taught. Check all that apply					
Transferability: Will this course transfer to another academic institution? Identify	Yes: PSU, Marylhurst				
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 Sacourse duplication, prerequ	AC chairs who may be impacted by this course such as content overlap, usite, enrollment, etc.				
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No				
Is there any potential impa	ct 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: Summer 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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@pcc.edu	

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Course Revision

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

Save this document as the course prefix and number

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

Section #1 G	Seneral Information		
Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS121	Proposed prefix and number	
Current course title	Computer Concepts 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

Proposed Description

(required information for all course revisions. Include requisites)	(i
Evaluate, select and apply computer technology to solve practical problems. Use Internet technologies. Organize and display information using a database. Address ethical issues. Recommended: CIS 120 or equivalent. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit	Evaluate, select and a practical problems in networking and prog associated with techr permission; WR 115, placement test score

Proposed Description (include requisites)

Evaluate, select and apply computer technology to solve practical problems in database design, web page design, networking and programming. Address ethical issues associated with technology. CIS 120 or instructor permission; WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

available.	
Reason for change	change from recommended to prerequisite course

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

Current learning outcomes (required information for all course revisions)

Identify and use a wide range of resources and techniques to solve technical problems

- Apply a system development model to solve a problem.
- Choose testing methods and tools most appropriate for the scope and purpose of projects
- Apply database concepts and use ER diagrams to design, develop, and use a database.
- Analyze the elements of programs
- Design a small local area network
- Solve quantitative and qualitative problems using computer software.
- Assess the implications of technology use on organizations and their management.
- Describe trends in computer technology and discuss their effect on global culture and society.
- Communicate computer technology concepts using a variety of electronic media taking into account technological and aesthetic considerations.
- Weigh ethical issues related to technology including viruses, spyware, hacking and risk assessment.

New learning outcomes

- Apply logic, business rules and entity relationship diagrams to design databases.
- Create web sites using latest HTML and CSS standards.
- Design a basic home wireless network and office network while utilizing current wireless security.
- Solve simple quantitative and qualitative problems using computer programming.
- Install and manage operating systems and applications.
- Weigh ethical issues related to technology including viruses, spyware, hacking and risk assessment.

Reason for change	reduce	e number of outcomes					
prerequisites	s: WR 11	If this course has been approve 15, RD 115, and MTH 20 or equi set the RD, WR and/or MTH pre	ivalen	t placement test sco	res		_
Prerequisite				,			
If	f you are	Current prerequisites, e NOT changing prerequisite		•		in this ar	ea
⊠ Standar	d prered	quisites - WR 115, RD 115 ar	nd MT	TH 20 or equivalen	t placem	ent test s	cores
☐ Placeme	ent into:	:.					
prefix & nur	mber:			Prerequisite	☐ Cor	equisite	pre/con
prefix & nur	mber:			☐ Prerequisite	☐ Cor	equisite	pre/con
If	f you are	Proposed prerequisites e NOT changing prerequisite	-	•		in this ar	ea
⊠ Standar	d prered	quisites - WR 115, RD 115 ar	nd MT	H 20 or equivalen	t placem	ent test s	cores
☐ Placeme	ent into:	:.					
prefix & nur	mber: C	CIS120		□ Prerequisite	☐ Cor	equisite	pre/con
prefix & nur	prefix & number:						
		I for related instruction? Plea ated instruction templates.	ise co	onfirm this by review	wing	yes no	5
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.							
IMPACT ON OTHER DEPARTMENTS AND 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.							
⊠ Y							
	No The CAS SAC was contacted and they said we could go ahead with the change.			he change.			
Implementa term	ation	Next available term at		•	m)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum							
io. applicial io. detaile. Withpooleda/ournediam							

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name) Email Date				
Terry Foty	tfoty@pcc.edu	12/3/2012		
SAC Administrative Liaison (type name)	Email	Date		
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	12/3/2012		

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Related Instruction for CTE Courses

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

General Information				
Department:	CIS	Submitter:	Terry Foty	
Prefix and Course Number:	CIS121	Submitter Phone and Email:	971 722 4070 tfoty@pcc.edu	
Credit	4	Course Title:	Computer Concepts II	

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation Hours of instruction (include study and/or practice in		16
	and out of the classroom, 30 hours per credit)	

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Outcomes:

- 1. Analyze the elements of programs
- 2. Design a small local area network
- 3. Solve quantitative and qualitative problems using computer software.

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

Activities:

Direct instruction (+ study time) in discipline-related computations involving Boolean algebra and arithmetic expression construction and evaluation as applied in programming and networking.

Communication Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)
--

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

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

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)				
Course Outcome: Co	py from the CCOG the outcome(s) which is associate	ed with human relations.			
Content (Activities, Skills, Concepts, etc.): provide details or specifics					
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.					
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.					

Instructor Qualification	ons				
	This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.				
•	teach related instruction in computation , communication , and/or human following acceptable subject area skills, education or training. Provide details				
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above				
	CIS Instructor Education: Bachelor's degree in Science, Technology, Engineering or Mathematics (STEM) or STEM related bachelor's degree. Experience: 4 years non-teaching industry experience in the subject area.				
☐ Communication					
☐ Human Relations					

Course Revision

What do you want to change?			
What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the course prefix a number		
course number	Send completed form electronically to curriculum@pcc.edu		
☐ title	<u>Samediam & postouu</u>		
description (include requisites)			
☐ outcomes			
prerequisites and co-requisites			
Grade option change			

Section #1 G	Section #1 General Information				
Department	CIS	Submitter name	Terry Foty		
		Phone	x4070		
		Email	tfoty@pcc.edu		
Current prefix and number	CIS133W	Proposed prefix and number			
Current course title	JavaScript for Web Developers	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)

Employs fundamental programming concepts to build practical, real-world web applications using JavaScript. Builds websites that handle user events to manipulate page content on-the-fly, opening the door to a plethora of dynamic

Employs fundamental programming concepts to build practical, real-world web applications using JavaScript. Builds websites that handle user events to manipulate page content on-the-fly, opening the door to a plethora of dynamic techniques that only JavaScript can provide. Includes an introduction to jQuery.

techniques that only JavaScript can provide. Includes an introduction to jQuery.		quisite: CIS122 or	instructor permis	sion.
Prerequisites: CIS 122 and CAS215 or instructor permission.				
Reason for change The prerequisite courses were too restrictive.				
•				
LEARNING OUTCOMES: Describe who worker, family member, community citical are recommended. See the course ou guidance on writing good outcomes.	zen, global citi	zen or lifelong lear	ners), One to six	outcomes
Current learning outcomes		New lear	ning outcomes	
(required information for all course revisions)	е			
Develop dynamic websites using JavaScript techniques, along with I and CSS. Unload, test, and darlay websites.	HTML			
· ·	Upload, test, and deploy websites.			
Employ fundamental programming				
concepts to construct real world web applications				
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 prerec	quisites, core	quisites and cond	current	
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: CIS122		□ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CAS 215			☐ 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: .				
refix & number: CIS122		□ Prerequisite	☐ Corequisite	pre/con

prefix & number:		Prerequisite	Corequisite	pre/con
		,		
	I for related instruction? Pleated instruction templates.	ease confirm this by reviewir	ng ☐ yes ⊠ no	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
that may impact of	ER DEPARTMENTS AND (other departments or cam program or as a prerequisi	puses, such as academic	programs that	-
Please provide det	tails, who was contacted and	d the resolution.		
⊠ Yes □ No	The CAS SAC was contacted because CAS 215 is being removed as a prerequisite.			
Implementation term	Next available term after approvalSpecify 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 Ch	nair (type name)	Email	D	ate
Terry Foty		tfoty@pcc.edu	11/19/12	
SAC Administrative Liaison (type name)		Email	D	ate
Charmagne Ehre	nhaus	charmagne.ehrenhaus@p edu	cc. 11/19/12	
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Course Revision

What do you want to change?	
What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the course prefix and number
course number	Send completed form electronically to curriculum@pcc.edu
☐ title	<u>curriculum@pcc.edu</u>
X description (include requisites)	
☐ outcomes	
prerequisites and co-requisites	
Grade option change	

Section #1 G	Section #1 General Information				
Department	Health	Submitter name Phone	Susanne M. Christopher 971.722.6249		
		Email	schristo@pcc.edu		
Current prefix and number	HE 252	Proposed prefix and number			
Current course title	First Aid Basics & 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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Introduces first aid and emergency Introduces first aid and emergency knowledge and skills in the work, community, and home environment. knowledge and skills in the work, community, and home environment. Examines first aid care in remote and/or wilderness Examines first aid care in remote and/or settings. Upon successful completion of this course, wilderness settings. Upon successful students may earn an ARC Responding to completion of this course, students may Emergencies First Aid Certificate, and CPR/AED Adult/Child, Infant CPR Certificate. Recommend: RD earn an ARC Responding to Emergencies

First Aid Certificate, Wilderness and Remote First Aid Certificate, and CPR/AED Adult/Child, Infant CPR Certificate. Recommend: RD 115 or equivalent placement test scores.			115 or equivalent placement test scores.			
Reason for change SAC assessed student demand for the Wilderness Certification and recent ARC certification fee changes and determined offering this certification was no longer needed.						
worker, fami are recomm	OUTCOMES: Describe what the sly member, community citizen, gloended See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes	
	rent learning outcomes		New lear	ning outcomes		
(require	ed information for all course revisions)					
Reason for change						
DECLUCITES	A Note: If this serves has been soone	und for t	be Con Ed liet it will	l baya aa a dafayilt	the following	
prerequisites:	:: Note: If this course has been appro WR 115, RD 115, and MTH 20 or educates to set the RD, WR and/or MTH properties.	quivalen	t placement test sco	res		
T TOTOGUIONO	Current prerequisites	s, core	quisites and cond	current		
If	you are NOT changing prerequisi	tes or c	o-requisites DO No	OTHING in this ar	ea	
Standard	prerequisites - WR 115, RD 115	and MT	TH 20 or equivalen	t placement test s	cores	
☐ Placeme	nt into: .					
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number:				☐ pre/con		
Proposed prerequisites, corequisites and concurrent						
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
Placement into:						
					pre/con	
prefix & number:					□ pre/con	

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.						
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
that may impact of	IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide de	tails, who was contacted an	d the resolution.				
☐ Yes ☐ No						
Implementation	n Next available term after approval					
term	X Fall 2013 Specify term (if AFTER the next available term)					
	to complete the approval protails. www.pcc.edu/curriculo	ocess before scheduling the cour um	rse. See the timeline			
Section # 2 Depart	tment 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	12/10/2012			
SAC Administrative Liaison (type name)		Email	Date			
Tonya Booker		Tonya.booker@pcc.edu				
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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	Beth Fitzo	gerald
			phone and email	971-722-	5672
				efitzger@	pcc.edu
Prefix and Course Number:	MM146		Credits:	4	
Course Title: (60 characters max)	Directing Actors for Recording		Transcript Title (30 characters max)	Directing A	Actors for Recording
Can this course be	⊠ No	How many	Contact hours:	Lecture: 3	30
repeated?	☐ Yes	times?	PER	Lec/lab: 2	20
PCC default is 0 repeats			QUARTER	Lab:	
	eatable t	hen provide a			
If the course is repeatable then provide a compelling argument.					
Is this course equiva			Yes	Prefix, number and title:	
have the same desc	ription, ou	tcomes and credit.	⊠ No		
		many or as few optio	-		
dropdown menu for will automatically be	the CRN. assigned	Students who do not to the default grade o	make a choice or do ption. Call the Curri	not make a culum Office	on listed at the top of the change in the dropdown menu e if you have questions 971-722-
7613. For more det	alis on gra	ade options see the A	Check all that		Default (Choose one)
		A-F (letter grade)			
		Pass/No pass			
A	udit in cor	sultation with faculty			
Course or program f are independent of the					L
			course description	with an act	tive verb, i.e. introduces,
covers, explores, presents, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)					
Explores the process of directing for camera and voice recording work within the multimedia profession. Focuses on industry standards and principles. Promotes the process for the collaboration by both performers and directors.					
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:					
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. Determine communication goals and audience target of various media projects. Outcomes: (Use observable and measurable verbs) Prepare a scene treatment from the producer in order to deliver a performance. Extract performances both artistically and technical to meet recording requirements. Assess various techniques to solve production challenges during a rehearsal and recording session in order to provide a collaborative creative production environment. The material in this course will be presented in a classroom Course activities and lecture/discussion/demonstration format, and in class hands-on exercises. design: (from CCOG) There will be short assignments weekly, which may be partially completed inclass. Also, a longer assignment, which demonstrates techniques and skills, developed in the course. Projects will be the major criteria for evaluation. Emphasis will be placed on Outcomes assessment creativity, presentations, meeting assigned deadlines, and participation in strategies: critiques. Additional methods of assessment may include guizzes, exercises, (from CCOG) assignments, and attendance. Student will work together to record material with various communication goals. Course Content: Themes, Concepts, Issues and Skills: Themes will be connected to the actor/ director relationship and collaboration (from CCOG) toward meeting those goals. Timelines and other technical requirements will be documented in industry standard format. Student will create final projects that demonstrate their skills to potential clients.

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. To provide collaborative experience for technical directors and actors to			

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	be competitive in the creative industry.			
Will this new course be part of an existing, currently approved PCC certificate and/or degree? ☐ No				
Name of certificate(s):	Multimedia Certificate	# credit: 60		
Name of degree(s):		# credit:		
Will this new course be part o	f 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 supp	ly related instruction for a certificate?	Yes		
		⊠ No		
If no is selected continue to If yes is selected complete office website, www.pcc.ed	the Related Instruction in CTE Courses form av	ailable on the curriculum		
Section #3 Additional Inform	mation for new CTE courses			
How or where will the course be taught. Check all that apply				
Transferability: Will this course transfer to another academic institution? Identify	course transfer to another academic			
Impact on other Programs	and Departments			
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.				
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.				
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 impa	ct on another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	We have been working with Theater Arts and have been given the go ahead.			
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. You may type the names, a signature is not required.					
SAC Chair (type name) Email Date					
Beth Fitzgerald	efitzger@pcc.edu	10/10/12			
SAC Administrative Liaison (type name)	Email	Date			
The state of the s					

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

New Course 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	Beth Fitz	gerald	
			phone and email	971-722-5672		
				efitzger@	pcc.edu	
Prefix and Course Number:	MM247		Credits:	2		
Course Title: (60 characters max)	Field Sound for Video		Transcript Title (30 characters max)	Field Sound for Video		
Can this course be	⊠ No	How many	Contact hours:	Lecture:		
repeated?	☐ Yes	times?	PER	Lec/lab: 4	48	
PCC default is 0 repeats			QUARTER	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, nur	Prefix, number and title:	
GRADE OPTIONS:	Check as	many or as few optio	ns as you'd like			
dropdown menu for twill automatically be	the CRN. assigned	Students who do not	make a choice or doption. Call the Curri	not make a	on listed at the top of the a change in the dropdown menu e if you have questions 971-722-es Handbook.	
		•	Check all that		Default (Choose one)	
		A-F (letter grade)				
		Pass/No pass				
A	udit in cor	nsultation with faculty	\boxtimes			
Course or program fee: (Identify only fees which are independent of the standard lab fee)						
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)						
Overview, exploration and practice of field sound recording for video projects. Multiple concepts, methods and techniques will be examined including preproduction, microphone use, signal routing, mixing and improving sound recording in challenging acoustical environments.						
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: MM235 ⊠ Prerequisite □ Corequisite □ pre/co					
course prefix & number:MM260		☐ 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. The student will be able to: Outcomes: (Use observable and Choose and prepare audio equipment such as microphones, mixing devices, and measurable verbs) recorders for collecting audio for video in the field. Perform field sound recording for video using industry-standard methods. Demonstrate, evaluate and discuss audio solutions for projects produced for video to determine the best solution for the given situation. Evaluate completed projects to identify areas of potential or needed improvement. The material in this course will be presented in a classroom Course activities and design: (from CCOG) 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. Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, Outcomes assessment strategies: presentations, meeting assigned deadlines, and participation in critiques. Additional (from CCOG) methods of assessment may include quizzes, exercises, assignments, and attendance. Budgeting, scheduling, and pre-production for field sound recording Course Content: Themes, Concepts, Issues and Skills: Room acoustics, understanding and improving environments for sound (from CCOG) recording Lavaliere, boom, wireless, and plant microphone techniques Wiring and signal routing On-location mixing of multiple sound sources Single-system, Double-system, and Multi-camera sound recording Planning for Post-Production synchronization of sound recordings

Recording analog signals on digital recorders

	Recording audio feeds from house sound systems at meetings and events				
	Recordi	cording Voice-Overs, Automatic Dialog Replacement, and Sound Effects			
Section #2 Function o	f the new	course within an existing and/or new program	n(s)		
New CTE courses mus	st be atta	ched to a degree and/or certificate. They cann d. Please answer below, as appropriate.			
Rationale for the new co		Provide students experience in collecting audenvironment.	dio outside a studio		
Will this new course be p and/or degree?	art of an e	existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):		Multimedia Certificate	# credit: 60		
Name of certificate(s):		Video Production Certificate	# credit: 44		
Name of degree(s):			# credit:		
		ew, 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 s	supply rel	ated instruction for a certificate?	☐ Yes ⊠ No		
If no is selected contin	ue to par	t three.			
	olete the	Related Instruction in CTE Courses form availa	able on the curriculum		
Section #3 Additional I	nformatio	n for new CTE courses			
course be taught. Check sign		on campus			
Transferability: Will this course transfer to another academic institution? Identify					
Impact on other Progra	ams and I	Departments			
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.					

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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 SA course duplication, prerequ		be impacted by this course such c.	as content overlap,	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No			
Is there any potential impa	ct on another depar	tment of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached				
Implementation term:	Next available term after approval Specific term AFTER next available:			
Allow 3-4 months to comple	ete the new course	approval process before the cou	rse can be scheduled.	
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.				
SAC Chair (typ	e name)	Email	Date	
Beth Fitzgerald		efitzger@pcc.edu	11/15/12	
SAC Administrative Lia	ison (type name)	Email	Date	

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Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window course number title description x prerequisites and co-requisites outcomes Grade option change		number Send comp	ocument as the course prefix and leted form electronically to um@pcc.edu
Section #1 G	eneral Information		
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM250	Proposed prefix and number	
Current course title	Adv MM Project Development I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the description with an active verb. Avoid using the Include recommendations in the description. skip this section and go directly to requisite section.		the phrases: This on Note: if you are or	course will and/or students will.
Current Description		1	Proposed Description
Explores the connection between creative and technical skills required to develop digital multimedia projects. Covers planning, producing and implementation of interactive projects using industry standard software. Prerequisites: MM 230, 231, 235. Audit available.			

Reason for change					
worker, fam outcomes.	OUTCOMES: Describe what the studily member, community citizen, globathree to six outcomes are recommer webpage for more guidance on writing	al citiz nded	zen or lifelong lear See the course o	ners), not in the c	lassroom
Cui	rrent learning outcomes		New lear	ning outcomes	
	ign and create interactive digital ojects using industry standard tools.				
Use projection production	ect management tools for group ons.				
 Creates a business plan including strategies to demonstrate how digital media projects add value to potential clients. 					
 Analyze, evaluate, and critique interactive multimedia projects in progress and implement suggested changes. 					
Reason for change					
prerequisites	S: Note: If this course has been approved: : WR 115, RD 115, and MTH 20 or equivants to set the RD, WR and/or MTH prere Opt out form.	/alent	placement test scor	res	
·	Current prerequisites,	corec	quisites and concu	rrent	
Standard	d prerequisites - WR 115, RD 115 and	d MT	H 20 or equivalent	t placement test s	cores
☐ Placeme	nt into:				
course prefix	& number: MM230		X☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: MM231			X☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: MM235			X☐ Prerequisite	☐ Corequisite	☐ pre/co
	Proposed prerequisites,	core	equisites and conc	urrent	
<u> </u>	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placeme	nt into:				
course prefix	& number: MM230		X☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number: MM231	X Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number: MM235	X Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number: MM270	X Prerequisite	☐ Corequisite	☐ pre/co		
		T			
	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
If yes. Then check to see if the hours of studer template to reflect the revision. This may requ comprehensive related instruction website to for	ire a related instruction c	urriculum revision			
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	d the resolution.				
Yes					
X No					
Implementation X Next available term after approval					
term Specify term(if AFTER the next available term)					
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu		he course. See tl	ne timeline		
Section # 2 Department Review	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair	Email		Date		
Beth Fitzgerald	efitzger@pcc.edu	11/1/12			
SAC Administrative Liaison	Email		Date		

Course Revision

What do you want to change? Check all that apply- double click on the box		Save this do	ocument as the course prefix and
to open the task window course number		Send completed form electronically to curriculum@pcc.edu	
title			
descripti	on		
x prerequis	sites and co-requisites		
□ outcome	es		
Grade option	change		
Section #1 G	eneral Information		
Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM259	Proposed prefix and number	
Current course title	Screenwriting/Preproduction	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
description was Include recor	vith an active verb. Avoid using	the phrases: This on Note: if you are or	ule of classes. Begin the course course will and/or students will. ally changing the prerequisites, please
Current Description		ı	Proposed Description
Focuses on the	ne pre-production phase of		
narrative video projects. Provides story			
structure, character development, and			
_	or screenwriting. Covers the		
	m script to screen including		
	ation scouting and floor plans,		
and other pre-production variables. Audit			

Reason for change					
worker, fam outcomes.	OUTCOMES: Describe what the sily member, community citizen, glow Three to six outcomes are recomminated for more guidance on write.	bal citi nended	zen or lifelong lear See the course o	ners), not in the c	lassroom
Cui	rrent learning outcomes		New lear	ning outcomes	
the major dr	eenplay treatments, outlines of ramatic moments (Beat Sheets), er bios for casting purposes.				
•	d produce professionally creenplay scripts.				
	ry protocols to break down a arts for pre-production planning.				
lighting and	-Create shot-lists, draft floor plans for lighting and blocking, and utilize location-scouting techniques.				
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
Standard	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalent	t placement test s	cores
☐ Placeme	nt into:				
course prefix	course prefix & number: MM260				
	Proposed prerequisite	es, core	equisites and conc	urrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:					
course prefix & number: MM260					
prefix & nun	prefix & number: WR121 X Prerequisite				
			<u> </u>		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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 <u>related instruction website</u> 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 det	tails, who was contacted and	d the resolution.			
☐ Yes					
X□ No					
Implementation	X Next available term	n after approval			
term	☐ Specify term(if AFT)	ER the next available term)			
	o complete the approval protails. www.pcc.edu/curriculu	ocess before scheduling the cour um	se. See the timeline		
Section # 2 Depart	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair Email Date					
Beth Fitzgerald		efitzger@pcc.edu	11/1/12		
SAC Administrative Liaison		Email	Date		

Course Revision

What do	you	want t	o chan	ge?
---------	-----	--------	--------	-----

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

- ourse number

- 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 G	eneral Information			
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu	
Current prefix and number	ECE 130	Proposed prefix and number	ECE 130a	
Current course title	Practicum Seminar	Proposed title (60 characters max)	Practicum Seminar 1	
# Credits	2.0	Proposed transcript title (30 characters max)	Practicum Seminar 1	
Reason for title change	Alignment with three levels of practicum and to comply with non-repeatability of courses.			

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.

not use the words, course and/or student. Include recommendations in the description.			
Current Description	Proposed Description		
(required information for all course revisions. Include requisites)	(include requisites)		
Reviews lab experiences and observations. Focuses on the role of the teaching in carrying out a developmental philosophy of education.	Reviews skills necessary for supporting the total development of children, ages 6 weeks to 6 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum. Prerequisites: ECE 120, ECE 121. Corequisite: ECE 131a or ECE 133		

Reason for change	Alignment of description and outcomes to new practicum sequencing and national standards.					
worker, fami are recomm	ly member, community citizen, gle	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes a guidelines on the curriculum webpage for more				
Cur	rent learning outcomes	New learning outcomes				
(required information for all course revisions)						
 Collect documentation of Practicum I and II competencies as specified in the Competencies for Early Childhood Certificate. Use the knowledge, skills, and Collect and represent basic documenta standard achievement as specified in the NAEYC Standards for Initial Profession Preparation. 						
abilities acquired in pre-and co- requisite coursework to discuss work with children in the lab setting.						
		s and national accreditation standards.				
prerequisites: If the SAC wa	WR 115, RD 115, and MTH 20 or educate to set the RD, WR and/or MTH p	oved for the Gen Ed list, it will have, as a default the following quivalent placement test scores rerequisites 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	I prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores				
☐ Placeme	nt into: .					
prefix & num	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
prefix & num	nber:	☐ 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 & num	nber: ECE 120, ECE 121					
prefix & num	prefix & number: ECE 131a or ECE 133 ☐ Prerequisite ☐ Corequisite ☐ pre/con					
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.						

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 det	ails, 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 I	evel and approved for submissio	n
SAC Chair (type name)	Email	Date
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	12/19/2012
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	12/19/2012

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

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 Genera	al Informa	tion			
Department:	Early Education & Family Studies		Submitter name phone and email	971-722-4	Garland-Forshee 4027 orshee15@pcc.edu
Prefix and Course Number:	ECE 13	0b	Credits:	2.0	
Course Title: (60 characters max)	Practicu	ım Seminar 2	Transcript Title (30 characters max)	Practicum	n Seminar 2
Can this course be repeated? PCC default is 0 repeats	No How many times? 0		Contact hours: PER QUARTER	Lecture: Lec/lab: Lab:	20
If the course is rep compelling argume		hen provide a			
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.					change in the dropdown menu e if you have questions 971-722-
	<u> </u>	,	Check all that		Default (Choose one)
		A-F (letter grade)			
		Pass/No pass			
A	udit in cor	sultation with faculty			
Course or program f are independent of t					
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)					
Reviews skills necessary for supporting the total development of children, ages 6 weeks to 6 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum. Prerequisites: ECE 130a. Corequisite: ECE 131b or ECE 134					
Addendum to cour	se descri	ption:			

Identify prerequiste, co			e(s)		
(double click on check b		I5, RD 115 and MTH 20	or equivalent place	ment test scores	
Placement into:	C3 - VVIX 11	15, ND 115 and WITH 20	Placement into		
course prefix & number:	ECE 130a		□ Prerequisite	☐ Corequisite	pre/co
course prefix & number:			☐ Prerequisite	□ Corequisite □ C	pre/co
,			,,		<u> </u>
LEARNING OUTCOMES:					
family member, commu	•		-		
See course outcomes gu					
Outcomes: (Use observable and		Collect and represent of specified in the NAEYO			
measurable verbs)		Jse the knowledge, sk			•
		coursework to discuss	The state of the s		a 55 / 54a/5/15
Course activities and	• A	Actively participate in s	eminar discussio	ns and activities.	
design: (from CCOG)					
0					
Outcomes assessment strategies:	• F	Review collected materials for a professional portfolio documenting			
(from CCOG)		schievement of the NA	•		_
	F	Preparation.			
Course Content:	• 1	Integrating knowledge of child development and learning;			
Themes, Concepts,		amily and community re	•	O .	
Issues and Skills: (from CCOG)		Observation, documenta	•	ent;	
, mom ooo		Developmentally effective	• •		
		The use of content to bui Professionalism.	ild meaningful curr	iculum;	
	• •	Totessionalism.			
Section #2 Function of	of the new	course within an exist	ting and/or new p	rogram(s)	
New CTE courses mu					ed until the
degree or certificate is				•	
Rationale for the new co	urse.	Department is compl	ying with non-rep	eatable course po	olicy.
Will this new course be	part of an e	existing, currently approv	ed PCC certificate		
and/or degree?				□ No	
Name of certificate(s):		Early Education & Fa	amily Studies Les	s # credit: 3	4
(-).		Than One Year Certi	-		
Name of degree(s):		Early Education & Fa	amily Studies AAS	6 # credit: 92	2
M/III this are seen as a seen as I		Degree	looko on desire o	□Yes	
Will this new course be a	Dall Of a ne	w proposed PCC certiti	care or dedree?	I 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 supp	y related instruction for a certificate?	☐ Yes ☑ No
If no is selected continue to	part three.	
	the Related Instruction in CTE Courses form avai	able on the curriculum
office website, www.pcc.ed	u/cumcum.	
Coation #2 Additional Infor	notion for now CTE courses	
	nation for new CTE courses	to DI Mandalita famos aletais
How or where will the course be taught. Check all that apply	☑ on campus ☐ hybrid ☐ on-line (comple signature and submit to the DL office)☐ other (explain)	te DL Modality form, obtain
Transferability: Will this course transfer to another academic institution? Identify	As part of the Early Education & Family Studies A agreements established with Portland State Univ University.	
Impact on other Programs	and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Identify and consult with Sacourse duplication, prerequ	C chairs who may be impacted by this course sucisite, enrollment, etc.	ch as content overlap,
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A	
Is there any potential impa	et 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			
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	12/19/2012			
SAC Administrative Liaison	Email	Date			
Jen Piper, Dean	jennifer.piper1@pcc.edu	12/19/2012			

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 Genera	al Informa	tion			
Department:	Early Ed Studies	ducation & Family	Submitter name phone and email		Garland-Forshee
	Studies		priorio ana oman	971-722-4	
					orshee15@pcc.edu
Prefix and Course Number:	ECE 13	0c	Credits:	2.0	
Course Title: (60 characters max)	Practicu	ım Seminar 3	Transcript Title (30 characters max)	Practicum	n Seminar 3
Can this course be	⊠ No	How many	Contact hours:	Lecture:	20
repeated? PCC default is 0	☐ Yes	times?	PER	Lec/lab:	
repeats		0	QUARTER	Lab:	
If the course is rep compelling argume		hen provide a		1	
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ⊠ No	Prefix, number and title:		
GRADE OPTIONS:	GRADE OPTIONS: Check as many or as few options as you'd like				
dropdown menu for twill automatically be	the CRN. assigned	Students who do not	make a choice or doption. Call the Curri	not make a culum Office	on listed at the top of the a change in the dropdown menu e if you have questions 971-722-es Handbook.
			Check all that	t apply	Default (Choose one)
		A-F (letter grade)	\boxtimes		\boxtimes
		Pass/No pass			
A	udit in cor	nsultation with faculty			
Course or program f are independent of t					
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)					
Reviews skills necessary for supporting the total development of children, ages 6 weeks to 6 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum. Prerequisites: 130b. Co-requisite: ECE 131c or ECE 135.					
Addendum to cour	se descri	ption:			

Identify prerequiste, co	orequisite and concurrent cours	se(s)			
(double click on check be	ox to activate dialog box)				
Standard Prerequisite	es - WR 115, RD 115 and MTH 20	or equivalent place	ment test scores		
☐ Placement into:		☐ Placement into): -		
course prefix & number:			☐ Corequisite	pre/co	
course prefix & number:	ECE 135 or ECE 131c	☐ Prerequisite		pre/co	
LEARNING OUTCOMES:	Describe what the student will be	able to do "out the	re" (in their life rol	es as worker,	
· · · · · · · · · · · · · · · · · · ·	unity citizen, global citizen or lifelo				
	uidelines on the curriculum websit				
Outcomes: (Use observable and	Collect and represent specified in the NAEY				
measurable verbs)	Use the knowledge, sl coursework to discuss			d co-requisite	
	Integrate knowledge of	f child developme	nt and learning; fa	amily and	
	community relationshi	ps; observation, d	ocumentation, and	d assessment;	
	developmentally effec meaningful curriculum			to build	
Course activities and	9	•			
design: (from CCOG)	Actively participate in	ine seminai discu	ssions and activiti	es.	
Outcomes assessment	Review collected mater	erials for a profess	ional portfolio dod	cumenting	
strategies:	achievement of the NA	chievement of the NAEYC Standards for Initial Professional			
(from CCOG)	Preparation	eparation			
Course Content:	 Integrating knowledge 	of child developm	ent and learning;		
Themes, Concepts, Issues and Skills:	 Family and community 	/ relationships;			
(from CCOG)	Observation, document	ntation, and asses	sment;		
	Developmentally effective	tive approaches;			
	The use of content to	build meaningful c	urriculum;		
	Professionalism.	· ·	,		
Section #2 Function of	of the new course within an exis	sting and/or new p	rogram(s)		
	ist be attached to a degree and			ed until the	
	approved. Please answer belo				
Rationale for the new co	ourse. Department is comp	lying with non-rep	eatable course po	olicy.	

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.	Department is complying with non-repeatable	e course policy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		⊠ Yes □ No	
Name of certificate(s):	Early Education & Family Studies Less Than One Year Certificate	# credit: 34	
Name of degree(s):	Early Education & Family Studies AAS	# credit: 92	

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		Degree	
Will this new course be part o	f a ne	w, 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:			
			T
Is this course used to supp	ly rel	ated instruction for a certificate?	☐ Yes ☑ No
If no is selected continue to	o par	t three.	
If yes is selected complete office website, www.pcc.ed		Related Instruction in CTE Courses form avail riculm.	able on the curriculum
Section #3 Additional Inform	matic	n for new CTE courses	
How or where will the course be taught. Check all that apply	sigr	on campus	e DL Modality form, obtain
Transferability: Will this course transfer to another academic institution? Identify	agre	part of Early Education & Family Studies AAS eements established with Portland State University.	_
Impact on other Programs	and I	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 Socourse duplication, prerequ		nairs who may be impacted by this course suc enrollment, etc.	h as content overlap,
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A		
Is there any potential impa	ct on	another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No		

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Implementation term:	Next available term after approval			
	Specific term AFTER next available:			
Allow 3-4 months to comple	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			
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	12/19/2012			
SAC Administrative Liaison	Email	Date			
Jen Piper, Dean	jennifer.piper1@pcc.edu	12/19/2012			

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

- prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

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

Section #1 General Information				
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee (971) 722-4027 andrew.forshee15@pcc.edu	
Current prefix and number	ECE 131	Proposed prefix and number	ECE 131a	
Current course title	Practicum 1 Teach- Inf/Todd/Pres	Proposed title (60 characters max)	Practicum for Experienced Teachers 1	
# Credits	3.0	Proposed transcript title (30 characters max)	Practicum for Exp Teachers 1	
Reason for title change	Non repeatable course policy; Alignment with three levels of seminar.			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Course to improve and strengthen achievement of competencies in working with young children in a group setting at their work sites. Includes using developmentally appropriate methods in recognizing and providing a safe and sanitary environment; using positive guidance techniques;	Improves and strengthens beginning level skills for working with children ages birth-5 in a group setting at their work sites. Includes the use of developmentally appropriate methods in recognizing and providing safe, responsive, and sanitary environments. Department permission required based on work experience and previous coursework. Prerequisites: ECE 120, ECE

supporting language development and planning a schedule and curriculum. Department permission required based on work experience and course work. Corequisite: ECE 130		121. Corequisite: ECE 130a
Reason for change	Department complying with non- one level of practicum to 3 levels	repeatable course policy, thus sequencing change from s of practica.

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 New learning outcomes (required information for all course revisions) 1. Use an understanding of children's • At Level I, be employable as a characteristics and needs from birth through competent teacher's aide with age 5, in order to provide appropriate care and children, under a lead teacher's education. supervision. At Level II, be employable as a competent assistant teacher. Reason Department complying with non-repeatable course policy, thus sequencing change from one level of practicum to 3 levels of practica. Outcomes in alignment with NAEYC Initial for change Professional Preparation 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: ECE 130 Prerequisite pre/con Prerequisite prefix & number: 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: E	ECE 130a	☐ Prerequisite		☐ pre/con
prefix & number: E	CE 120, ECE 121		☐ Corequisite	☐ pre/con
<u> </u>			1	l
	I for related instruction? Pleated instruction templates.	ease confirm this by revie	wing	
communication, correquires you to sub	If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and			
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	puses, such as academ	ic programs that	
	tails, who was contacted and		<u> </u>	
☐ Yes ⊠ No				
Implementation term	Next available term Specify term (if AFT	after approval ER the next available ter	m)	
	to complete the approval protails. www.pcc.edu/curriculu		the course. See the	ne timeline
Section # 2 Depart	tment Review			
This proposal has	been reviewed at the SAC le	evel and approved for su	bmission	
SAC Ch	nair (type name)	Email		Date
Andrew Garland-F	orshee	andrew.forshee15@pcc	<u>c.edu</u> 12/19/12	
SAC Administra	ative Liaison (type name)	Email		Date
Jen Piper, Dean		jennifer.piper1@pcc.ed	u 12/19/12	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.				

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:	•	ducation & Family	Submitter name	Andrew G	Garland-Forshee
	Studies		phone and email	971-207-4	4709
				andrew.fo	orshee15@pcc.edu
Prefix and Course Number:	ECE 13	1b	Credits:	3.0	
Course Title: (60 characters max)	Practicu Experie	ım for nced Teachers 2	Transcript Title (30 characters max)	Practicu	m for Exp Teachers 2
Can this course be	⊠ No	How many	Contact hours:	Lecture:	
repeated?	☐ Yes	times?	PER	Lec/lab:	
PCC default is 0 repeats			QUARTER	Lab:	90.0
•		atable then provide a			
	Is this course equivalent to another? They must have the same description, outcomes and credit. Yes No Prefix, number and title:			nber and title:	
GRADE OPTIONS:	Check as	many or as few optio	ns as you'd like		
Choose the default grade option. What is the defadropdown menu for the CRN. Students who do not rewill automatically be assigned to the default grade options. For more details on grade options see the Action of the default grade options.			make a choice or do ption. Call the Curri	not make a	change in the dropdown menu e if you have questions 971-722-
		·	Check all that		Default (Choose one)
		A-F (letter grade)	\boxtimes		
		Pass/No pass			
А	udit in cor	nsultation with faculty			
Course or program f are independent of t					
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)					
Improves and strengthens basic intermediate level skills for working with children ages birth-5 in a group setting at their work sites. Includes the use of developmentally appropriate methods to support guidance and conflict resolution; schedule and routine planning; fundamental curriculum development; and environmental modification. Department permission required based on work experience and previous coursework. Prerequisites: ECE 131a, ECE 122. Co-rerequisite: ECE 130b					
Addendum to cour			·		

	orequisite and concurrent cours	se(s)		
	ox to activate dialog box)			
	es - WR 115, RD 115 and MTH 20	1 :		
Placement into:	FOE 4242 FOE 4202 FOE 422	☐ Placement into		
•	ECE 131a, ECE 130a, ECE 122	☑ Prerequisite☐ Prerequisite	☐ Corequisite ☐ Corequisite	pre/co
course prefix & number:	ECE 1300	Prerequisite	Corequisite	pre/co
LEARNING OUTCOMES: I	Describe what the student will be	able to do "out the	re" (in their life rol	es as worker,
	nity citizen, global citizen or lifelo			
See course outcomes gu	idelines on the curriculum websit			
Outcomes: (Use observable and	1. Use an understanding			
measurable verbs)	through age 5, in orde		•	
,	Respond to children us community characteris		ding of diverse fa	imily and
	3. Use appropriate observation, documentation, and other assessment to			
	and approaches to sur		·	
Course activities and	Actively participate in s	seminar discussio	ns and activities.	
design: (from CCOG)				
Outcomes assessment strategies:	Review collected mate			
(from CCOG)	achievement of the NA	AEYC Standards t	or initial Profession	onal Preparation.
(mom cocc)				
Course Content:	Integrating knowledge	of child developm	nent and learning:	
Themes, Concepts, Issues and Skills:	 Family and community 	-	9,	
(from CCOG)	Observation, document	•	sment;	
	Developmentally effect		,	
	The use of content to I	• •	curriculum:	
	 Professionalism 	3 · ·	,	
	1			
Section #2 Function of	of the new course within an exis	ting and/or new p	rogram(s)	
	st be attached to a degree and			ed until the
	approved. Please answer belo		-	
Rationale for the new course. Department is complying with non-repeatable course policy.				

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.	Rationale for the new course. Department is complying with non-repeatable course policy.		
Will this new course be part of an eand/or degree?	⊠ Yes □ No		
Name of certificate(s): Early Education & Family Studies Less Than One Year Certificate		# credit: 34	
Name of degree(s): Early Education & Family Studies AAS Degree		# credit: 92	

Will this new course be part o	☐ Yes ☑ No			
Name of new certificate(s):		# credit:		
Name of new degree(s):		# credit:		
Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:				
Is this course used to supp	ly 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 avail	able on the curriculum		
office website, www.pcc.ed				
Section #3 Additional Inform	mation for new CTE courses			
How or where will the course be taught. Check all that apply	☐ on campus☐ hybrid☐ on-line (complet signature and submit to the DL office)☐ other (explain) Off site location at student's plant	e DL Modality form, obtain		
, , , , , , ,	early childhood environment.	ace of employment in an		
Transferability: Will this course transfer to another academic	As part of the Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon University.			
institution? Identify	and Donartmente			
Impact on other Programs	·			
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 impa	ct 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			

100		
	Specific term AFTER next available:	
Allow 3-4 months to compl	ete 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. You may type the names, a signature is not required.			
SAC Chair (type name)	Email	Date	
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	12/19/12	
SAC Administrative Liaison (type name)	Email	Date	
Jen Piper, Dean	jnnifer.piper1@pcc.edu	12/19/12	

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

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:	•	ducation & Family	Submitter name	Andrew G	Sarland-Forshee
	Studies		phone and email	971-207-4	4709
				andrew.fo	orshee15@pcc.edu
Prefix and Course Number:	ECE 13	1c	Credits:	3.0	
Course Title: (60 characters max)	Practicu Experie	ım for nced Teachers 3	Transcript Title (30 characters max)	Practicui	n for Exp Teachers 3
Can this course be	⊠ No	How many	Contact hours:	Lecture:	
repeated?	☐ Yes	times?	PER	Lec/lab:	
PCC default is 0 repeats			QUARTER	Lab:	90.0
If the course is rep compelling argume		hen provide a	а		
	Is this course equivalent to another? They must have the same description, outcomes and credit. ☐ Yes No			nber and title:	
GRADE OPTIONS:	Check as	many or as few optio	ns as you'd like		
Choose the default grade option. What is the default dropdown menu for the CRN. Students who do not rewill automatically be assigned to the default grade options. For more details on grade options see the Action of the default grade options.		make a choice or do ption. Call the Curri	not make a culum Office	change in the dropdown menu e if you have questions 971-722-	
			Check all that		Default (Choose one)
		A-F (letter grade)	\boxtimes		
		Pass/No pass			
А	udit in cor	sultation with faculty			
Course or program f are independent of t					
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)					
Improves and strengthens advanced intermediate level skills for working with children ages birth-5 in a group setting at their work sites. Includes the use of developmentally and culturally appropriate methods to support guidance and conflict resolution; development, implementation, and evaluation of environments and curriculum; and facilitation of classroom management. Department permission require based on work experience and previous coursework. Prerequisites: ECE 131b Corequisite: ECE 130c					
	Addendum to course description:				

Identify prerequiste, co	orequisite and concurrent cours	e(s)		
(double click on check b	ox to activate dialog box)			
Standard Prerequisite	es - WR 115, RD 115 and MTH 20	or equivalent place	ment test scores	
☐ Placement into:		☐ Placement into): 	
course prefix & number:			Corequisite	pre/co
course prefix & number:	ECE 130c	Prerequisite		pre/co
LEARNING OUTCOMES:	Describe what the student will be	able to do "out the	re" (in their life rol	es as worker,
	nity citizen, global citizen or lifelon	-		
	idelines on the curriculum website			
Outcomes: (Use observable and	 Use an understanding through age 5, in order 			
measurable verbs)	Respond to children us community characteris		ding of diverse fa	mily and
·				
	3. Use appropriate observation, documentation, and other assessment tools and approaches to support the development of children.			
	Engage in continuous, collaborative learning to inform practice			
Course activities and				
design: (from CCOG)				
Outcomes assessment	Review collected mate			
strategies: (from CCOG)	achievement of the NAEYC Standards for Initial Professional Preparation.			
(nom ccod)				
Course Content:	Integrating knowledge	of child developm	ent and learning;	
Themes, Concepts, Issues and Skills:	 Family and community 	relationships;		
(from CCOG)	Observation, documen	tation, and asses	sment;	
	Developmentally effect	ive approaches:		
	The use of content to build meaningful curriculum;			
	Professionalism		,	
	- Troicedicitation			
Section #2 Function of	of the new course within an exist	ting and/or new n	rogram(s)	
	st be attached to a degree and/			ed until the
	approved. Please answer belo			sa aritir tric
Rationale for the new co		· · · · · · · · · · · · · · · · · · ·		olicy.
Rationale for the new course. Department is complying with non-repeatable course policy.				

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.	Rationale for the new course. Department is complying with non-repeatable course policy.			
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		⊠ Yes □ No		
Name of certificate(s): Early Education & Family Studies Less Than One Year Certificate		# credit: 34		
Name of degree(s): Early Education & Family Studies AAS Degree		# credit: 92		

Will this new course be part o	☐ Yes ☑ No			
Name of new certificate(s):		# credit:		
Name of new degree(s):		# credit:		
Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:				
Is this course used to supp	ly 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 avail	able on the curriculum		
office website, www.pcc.ed				
Section #3 Additional Inform	mation for new CTE courses			
How or where will the course be taught. Check all that apply	☐ on campus☐ hybrid☐ on-line (complet signature and submit to the DL office)☐ other (explain) Off site location at student's plant	e DL Modality form, obtain		
, , , , , , ,	early childhood environment.	ace of employment in an		
Transferability: Will this course transfer to another academic	As part of the Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon University.			
institution? Identify	and Donartmente			
Impact on other Programs	·			
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 impa	ct 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			

100		
	Specific term AFTER next available:	
Allow 3-4 months to compl	ete 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. You may type the names, a signature is not required.			
SAC Chair (type name) Email Date			
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	12/19/12	
SAC Administrative Liaison (type name)	Email	Date	
Jen Piper, Dean	jnnifer.piper1@pcc.edu	12/19/12	

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

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

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 G	Section #1 General Information				
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu		
Current prefix and number	ECE 260	Proposed prefix and number	ECE 260a		
Current course title	Advanced Practicum Seminar	Proposed title (60 characters max)	Advanced Practicum Seminar 1		
# Credits	3	Proposed transcript title (30 characters max)	Advanced Practicum Seminar 1		
Reason for title change	3 · · · · · · · · · · · · · · · · · · ·				

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)
Refine skills necessary for supporting the total development of children, ages 6 weeks to 6 years, in a group setting and to integrate child development theory and practice in two interdependent components: seminar and field work experience. Department permission required.	Refines skills necessary for supporting the total development of children, ages 6 weeks to 6 years, in a group setting and to integrate child development theory and practice in two interdependent components: seminar and field work experience. Department permission required. Prerequisites: Certificate level courses plus WR 121, HEC 226, ECE 221.

Prerequisites: Certificate level courses plus WR 121, HEC 226, ECE 221 and ECE 224.

Corequisite: ECE 263 or 264

Corequisite: ECE 264

Reason for change

ECE 263 is no longer an active course. Align course outcomes with new practicum sequencing and national standards. Removed ECE 224 as a prerequisite. Department is complying with non-repeatable course policy.

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

Current learning outcomes (required information for all course revisions)

- 1. Collect documentation of Advanced Practicum Competencies as specified in the Competencies for the Early Childhood, Level III.
- 2. Use the knowledge, skills, and abilities acquired in pre- and corequisite coursework to discuss work with children in the lab setting.
- 3. Demonstrate the ability to integrate knowledge of child growth and development, communication, family partnerships, environments, and curriculum in planning developmentally appropriate programs for individuals and groups of young children from infancy through age six.

New learning outcomes

- 1. Collect and represent documentation of advanced standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.
- 2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss work with children in the field.

Reason for change

Alignment with practicum revisions and national accreditation standards. Department complying with non-repeatable course policy.

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: WR 121, HEC 226, ECE 221, and ECE 224		Corequis	site pre/con	
prefix & number: ECE 264, ECE 263	☐ Prerequisite	□ Corequis	site pre/con	
Proposed prerequisites, co	•			
If you are NOT changing prerequisites or				
Standard prerequisites - WR 115, RD 115 and N	MTH 20 or equivalen	t placement t	est scores	
☐ Placement into: .				
prefix & number: WR 121, HEC 226, ECE 221		Corequis	site pre/con	
prefix & number: ECE 264	☐ Prerequisite	□ Corequis	site pre/con	
Is this course used for related instruction? Please the inventory of <u>related instruction templates</u> .	confirm this by review	wing	yes no	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
gardanos.				
IMPACT ON OTHER DEPARTMENTS AND CAMbet that may impact other departments or campuse this course for their program or as a proroquisity	es, such as academ	ic programs		
this course for their program or as a prerequisite for courses or programs? Please provide details, who was contacted and the resolution.				
Yes				
☐ Yes ☐ No				
Implementation Next available term after	anproval			
term Specify term (if AFTER the next available term)				
Allow 4-6 months to complete the approval process for approval for details. www.pcc.edu/curriculum			See the timeline	
To approvarior details. www.pec.edu/edifficultiff				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)	Email		Date	
Andrew Garland-Forshee and	drew.forshee15@pcc	<u>edu</u> 12/1	9/2012	
SAC Administrative Liaison (type name)	Email		Date	
```	nifer.piper1@pcc.edu	<u>J</u> 12/1	19/2012	
			İ	

# New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information						
Department:	Early Education & Family		phone and smail		Sarland-Forshee	
	Studies		priorie ariu emaii	(971) 722		
				andrew.fc	orshee15@pcc.edu	
Prefix and Course Number:	ECE 26	0b	Credits:	3.0		
Course Title: (60 characters max)	Advance Semina	ed Practicum r 2	Transcript Title (30 characters max)	Advanced Practicum Seminar 2		
Can this course be	⊠ No	How many	Contact hours:	Lecture: 3	30	
repeated? PCC default is 0	☐ Yes	times?	PER	Lec/lab:		
repeats		0	QUARTER	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 ☐ Yes ☐ No			nber and title:			
GRADE OPTIONS:	Check as	many or as few optio	ns 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.					change in the dropdown menu e if you have questions 971-722-	
		·	Check all that		Default (Choose one)	
		A-F (letter grade)	$\boxtimes$			
		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: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)						
group setting and t	to integra vork expe		nt theory and pract	ice in two ii	es 6 weeks to 6 years, in a nterdependent components: uisites: ECE 260a.	
Addendum to cour	Addendum to course description:					

Identify prerequiste, corequisite and concurrent cours	e(s)		
(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
course prefix & number: ECE 260a		☐ Corequisite	pre/co
course prefix & number: ECE 265	☐ Prerequisite		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. 1. Collect and represent advanced documentation of standard Outcomes: (Use observable and achievement as specified in the NAEYC Standards for Initial Professional measurable verbs) Preparation. 2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss work with children in the field. 3. Integrate knowledge of child development and learning; family and community relationships; observation, documentation and assessment; developmentally effective approaches; the use of content knowledge to build meaningful curriculum; and professionalism. Students Will: Course activities and design: (from CCOG) Actively participate in seminar discussions and activities. Develop and present a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation. Examine developmental learning theories and describe how these theories explain the way children learn. Using child development knowledge and observation/assessment techniques, create developmentally appropriate plans for the group of children with whom they are working. Develop and present a professional portfolio documenting achievement Outcomes assessment strategies: of the NAEYC Standards for Initial Professional Preparation using a (from CCOG) Technical Skills Assessment rubric.

Course Content:
Themes, Concepts,
Issues and Skills:
(from CCOG)

Students will reflect on and discuss the theories, practices, skills, and abilities relating to:

- Integrating knowledge of child development and learning;
- Family and community relationships;
- Observation, documentation and assessment;
- Developmentally effective approaches;
- The use of content knowledge to build meaningful curriculum;
- Professionalism.

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.	Rationale for the new course.  Department complying with non-repeatable course policy.				
Will this new course be part of an existing, currently approved PCC certificate and/or degree?  ☐ No					
Name of certificate(s):		# credit:			
Name of degree(s):	Early Education & Family Studies AAS Degree	# credit: 92			
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 <b>no</b> is selected continue to part three.					
	the Related Instruction in CTE Courses form available	able 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					
Transferability: Will this course transfer to another academic institution? Identify	agreements established with Portland State University and Southern Oregon University.				
Impact on other Programs a	and Departments				
Are there other degrees and/or certificated that are affected by the instruction of	No				
		new CTE course 3			

	101
this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Sacourse duplication, prerequ	AC chairs who may be impacted by this course such as content overlap, usite, enrollment, etc.
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impa	ct 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:	
	Specific term AFTER next available:
Allow 3-4 months to comple	ete 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				
Andrew Garland-Forshee <u>andrew.forshee15@pcc.edu</u> 12/19/2012				
SAC Administrative Liaison	Email	Date		
Jen Piper, Dean	jennifer.piper1@pcc.edu	12/19/2012		

## Course Revision

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

Save this document as the course prefix and number

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

Section #1 General Information					
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu		
Current prefix and number	HIM 110	Proposed prefix and number	HIM 110		
Current course title	Health Information Technology 1	Proposed title (60 characters max)	Health Record Content 1		
# Credits	4	Proposed transcript title (30 characters max)	4		
Reason for title change	Defines class more accurately than previous title.				

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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 the concept of health information management and health informatics including the components of content, use the structure of healthcare data along with information keeping practices in both paper and electronic systems. Corequisites: HIM 120. Prerequisites: Placement into RD 90,	Introduces the concept of health information management and health informatics including the components of content, use the structure of healthcare data along with information keeping practices in both paper and electronic systems. Corequisites: HIM 120. Placement into RD 90, WR 90, MTH 20.

WR 90, MTI	H 20.	
Reason for change	No change	
I EADNING	OUTCOMEC, Describe what the at	understand he selected de "eart the see" (in the in life and see

I EADNING	OUTCOMES: Describe what the	student will be able to do "out there" (in their life roles as
		obal citizen or lifelong learners), One to six outcomes
		s guidelines on the curriculum webpage for more
	n writing good outcomes.	
Cu	rrent learning outcomes	New learning outcomes
(requir	red information for all course revisions)	
current pra- the health i informatics	inderstanding of the history, ctices, ethics, and the mission of information and health professions to make effective on fessional decisions.	1. Use an understanding of the history, current practices, ethics, and the mission of the health information and health informatics professions to make effective on the job professional decisions.
and healthd design info adhere to h	owledge of health record content care information technology to rmation collection systems that healthcare accreditation and state and federal regulatory lts.	2. Utilize audit review tools to evaluate and analyze healthcare information in paper and electronic formats for validity, reliability, quality, timeliness, comprehensiveness, and currency.
audit review healthcare	nealthcare data collection and w tools to evaluate and analyze information for validity, reliability, eliness, comprehensiveness, cy	
4. Evaluate and make recommendations on various health record systems related to the acquisition, indexing, retrieval, transfer and storage of healthcare data and information.		
Reason for change	Better reflects current content of	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						
	set the RD, WR and/or MTH prere	•		e the		
	Current prerequisites, o	•				
	e NOT changing prerequisites	•				
	quisites - WR 115, RD 115 and	d MTH 20 or equivalen	t placement test s	cores		
☐ Placement into	: .					
prefix & number:		Prerequisite	☐ Corequisite	☐ pre/con		
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con		
	Proposed prerequisites,	•				
	e NOT changing prerequisites					
Standard prere	quisites - WR 115, RD 115 and	d MTH 20 or equivalen	t placement test s	cores		
☐ Placement into	: .					
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con		
prefix & number:		Prerequisite	☐ Corequisite	☐ pre/con		
	I for related instruction? Pleas ated instruction templates.	e confirm this by review		s 10		
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to						
	emputation and/or human relation in CT					
requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and						
guidance.						
IMPACT ON OTHE		MDUCEC are there				
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?						
	tails, who was contacted and the		<u> </u>			
☐ Yes						
X No						
Implementation	Next available term aft	er approval				
term	X Fall 2013 ☐ Specify terr	m (if AFTER the next a	vailable term)			
	o complete the approval procetails. www.pcc.edu/curriculum		he course. See the	ne timeline		
Section # 2 Depart	tment Review					
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name) Email Date						

Ann Wenning	awenning@pcc.edu	12/19/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	12/19/2012

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#### Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window			
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 <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information					
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu		
Current prefix and number	HIM 120	Proposed prefix and number	HIM 120		
Current course title	Health Information Technology 1 Lab	Proposed title (60 characters max)	Health Record Content 1 Lab		
# Credits	1	Proposed transcript title (30 characters max)	1		
Reason for	, , , , , , , , , , , , , , , , , , ,				
title change	outcomes.				

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Laboratory course for HIM 110 Health Laboratory course for HIM 110 Health Record Content Information Technology 1 and allows 1 Lab and allows students to practice the skills and students to practice the skills and knowledge learned in that course. Corequisite: HIM knowledge learned in that course. 110. Corequisite: HIM 110.

Reason for change Reflects title change in revised description with current description and outcomes.

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 New learning outcomes (required information for all course revisions) 1. Use an understanding of the history, 1. Apply understanding of medical record content current practices, ethics, and the mission of utilizing health information procedures for qualitative the health information and health and quantitative analysis of data in paper and informatics professions to make effective on electronic formats. the job professional decisions. 2. Audit health records for compliance of state, federal and other regulatory medical record standards. 2. Apply knowledge of health record content 3. Perform health information management functions and healthcare information technology to utilizing simulated educational electronic health record design information collection systems that system. adhere to healthcare accreditation standards and state and federal regulatory requirements. 3. Design healthcare data collection and audit review tools to evaluate and analyze healthcare information for validity, reliability, quality, timeliness, comprehensiveness, and currency 4. Evaluate and make recommendations on various health record systems related to the acquisition, indexing, retrieval, transfer and storage of healthcare data and information. Reason More accurate description of learning outcomes. for

change

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

Prerequisite Opt out form.						
Current prerequisites, corequisites and concurrent						
	If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Placement into:		·	<u> </u>			
_						
prefix & number:		☐ Prerequisite ☐ Prerequisite		requisite	pre/con	
prefix & number:				requisite	☐ pre/con	
Proposed prerequis		•		<b>3</b> in this ar	rea	
Standard prerequisites - WR 115, RD 115						
Placement into:						
prefix & number:		☐ Prerequisite	Со	requisite	☐ pre/con	
prefix & number:		Prerequisite	Со	requisite	pre/con	
		I		1		
Is this course used for related instruction? F the inventory of related instruction templates		onfirm this by revie	wing	□ ye X□ r	s 10	
<b>If yes. Check two things</b> : 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
IMPACT ON OTHER DEPARTMENTS AND 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 a	and the re	esolution.				
☐ Yes X☐ No						
Implementation						
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)	level al	Email	DITIIOSIU		Date	
Ann Wenning	awen	ning@pcc.edu		12/19/20		
SAC Administrative Liaison (type name)		Email			Date	

Sarah Tillery	sarah.tillery@pcc.edu	12/19/2012		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – $4^{th}$ floor.				

#### Course Revision

Che	at do you want to change? ck all that apply- double click on the ck box which opens the task window	Sav	e
	course number	Sen	d
	title		<u></u>
	description (include requisites)		
	outcomes		
	prerequisites and co-requisites		
Gra	de option change		

medications and basic drug categories.

Save this document as the course prefix and number

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

Section #1 G	eneral Information		
Department	Health Information Management	Submitter name Phone Email	Judith Osswald 971-722-5709 Judy.osswald@pcc.edu
Current prefix and number	HIM 136	Proposed prefix and number	
Current course title	Medications	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Covers appropriate drug uses, effects, Covers appropriate drug uses, effects, dangers, and dangers, and precautions; routes of precautions; routes of administration. Reviews administration. Review common common prescription abbreviations, forms of prescription abbreviations, forms of medications and basic drug categories.

Reason for change

The word "reviews" instead of "review" reflects a better 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

Intended Outcomes for the course:

- 1. Read with understanding medical documentation regarding medications.
- 2. Recognize major drug categories and make connections between the medication and what is being stated in the documentation and the ramification of the stated medication.
- 3. Develop a working knowledge of the development and distribution of drugs in the United States.

Outcome Assessment Strategies:

Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students:

- Answer theoretical and application multiple choice questions on information covered in lecture and reading assignments.
- To complete the outcomes students will have skills and knowledge in: Medical terminology, Anatomy and Physiology, Medical Science, and Health Record Content

Intended Outcome for the course:

- 1. Use an understanding of best documentation practice in medication orders to educate staff.
- 2. Apply the knowledge of medication and documentation practice to interpret, communicate and enter medication orders into the health record.
- 3. Initiate an action plan when documentation errors are discovered.
- 4. Apply the knowledge of the United States DEA and prescription drug labeling requirements to ensure patient safety.
- 5. Apply knowledge of medical terminology, anatomy and physiology, medical science and health record content when interpreting information documented in a health record.

Reason for change

To reflect better understanding of outcomes that meet the suggested curriculum committee guidelines

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:					
prefix & number:		☐ Prerequisite	☐ Corequ	uisite	
Proposed p	rerequisites, co	requisites and cond	urrent		
If you are <b>NOT</b> changing p	•	•			
Standard prerequisites - WR 115	, RD 115 and M	1TH 20 or equivalen	t placemen	t test scores	
Placement into: .					
prefix & number:		☐ Prerequisite	☐ Corequ	uisite  pre/con	
prefix & number:		☐ Prerequisite	☐ Corequ	uisite  pre/con	
Is this course used for related instruction to the inventory of related instruction to		confirm this by revie	wing	yes no	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND 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 (Spring 2013)					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
· · · · · · · · · · · · · · · · · · ·	SAC Chair (type name) Email Date				
Aili Weiling, Kill	Ann Wenning, RHIT awenning@pcc.edu				
SAC Administrative Liaison (type	,			Date	
John Saito	Johi	John Saito John.saito15@pcc.edu			
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#### Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	eneral Information		
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 275	Proposed prefix and number	HIM 275
Current course title	Classification Systems III	Proposed title (60 characters max)	CPT Coding
# Credits	3	Proposed transcript title (30 characters max)	3
Reason for title change	Defines class more accuratel	y than previous ti	itle and 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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Classification Systems 3 Introduces coding CPT coding introduces coding and classification and classification systems for outpatient systems for outpatient procedures and ambulatory care facilities. Prerequisite: HIM 105, 107, 110, 120, procedures and ambulatory care facilities. Prerequisite: HIM 105, 107, 110, 120, 131, 131, 182, MP 111, and (BI 122 or BI 233 or HIM 129). 182, MP 111, and (BI 122 or BI 233 or HIM 129).

Reason for change	More accurate course title and current description.					
worker, fam are recomm	ily member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes s guidelines on the curriculum webpage for more				
Cur (require	Current learning outcomes (required information for all course revisions)  1. Understand the usage of coding and 1. Understand the usage of coding and					
class office outp outp 2. Corr E/M phys ence 3. Corr outp 4. Corr utiliz 5. Unde betw reim	classification systems in physician offices, medical clinics and outpatient care facilities including outpatient surgery centers.  2. Correctly assign CPT codes and E/M level of service codes to physician office and medical clinic encounters.  3. Correctly assign CPT codes to outpatient surgeries.  4. Correctly code medical diagnoses utilizing ICD9 CM.  5. Understand the relationship between coding systems and reimbursement for services.  #4 removed from current learning outcome as not a component of this course.					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.						
Current prerequisites, corequisites and concurrent						
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
Placeme						
prefix & nun		☐ Prerequisite ☐ Corequisite ☐ pre/con				
prefix & nun		☐ Prerequisite ☐ Corequisite ☐ pre/con				
•		tes, corequisites and concurrent				
If		ites or co-requisites <b>DO NOTHING</b> in this area				

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease co	onfirm this by review	wing		s 10
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
			_		
that may impact other departments or cam this course for their program or as a prered	puses	, such as academ	ic prog	rams that	
Please provide details, who was contacted an					
☐ 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			Date		
Ann Wenning	awen	ning@pcc.edu		12/19/20	12
SAC Administrative Liaison (type name)		Email			Date
Sarah Tillery	sarah	n.tillery@pcc.edu		12/19/20	12
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## **Course Revision**

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

Section #1 G	eneral Information		
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 281	Proposed prefix and number	HIM 281
Current course title	Data Management and Analysis 1	Proposed title (60 characters max)	Data Management and Analysis
# Credits	3	Proposed transcript title (30 characters max)	3
Reason for title change	This class is not the first in	n a 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	Proposed Description		
(required information for all course revisions. Include requisites)	(include requisites)		
Collection, retrieval, analysis, and quality review of administrative and clinical information and data.	Collection, retrieval, analysis, and quality review of administrative and clinical information and data.		

Reason for change	No change		
worker, fam are recomm	ily member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes guidelines on the curriculum webpage for more	
Cur	rent learning outcomes	New learning outcomes	
` -	ed information for all course revisions)		
while valid valid 2. Verif appr sour 3. Performanal; 4. Abstraction indicates a flow entity 7. Under standels struction struction in the struc	ect, evaluate, and analyze data e maintaining data quality, lity, and reliability. Ity timeliness, completeness, and opriateness of data and data ces. Orm quantitative and qualitative lysis of health records. It ract records for department less, databases, and registries. Inguish between primary and ondary data. It data hierarchy charts, data diagrams, data dictionaries, and ly-relationship diagrams. It erstand the different types of dards for electronic data and tronic data interchange including cture and content, vocabularies, and data security.	<ol> <li>Collect, evaluate, and analyze data while maintaining data quality, validity, and reliability.</li> <li>Verify timeliness, completeness, and appropriateness of data and data sources.</li> <li>Perform quantitative and qualitative analysis of health records.</li> <li>Abstract records for department indices, databases, and registries.</li> <li>Distinguish between primary and secondary data.</li> <li>Create data hierarchy charts, data flow diagrams, data dictionaries, and entity-relationship diagrams.</li> <li>Understand the different types of standards for electronic data and electronic data interchange including structure and content, vocabularies, EDIs, and data security.</li> </ol>	
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			
	·	and MTH 20 or equivalent placement test scores	
☐ Placement into: .			
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con	

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con		
Proposed prerequisites, corequisites and concurrent					
If you are <b>NOT</b> changing prerequisit  Standard prerequisites - WR 115, RD 115					
Placement into:	and Wiff 20 of oquivalon	t placement teet e			
prefix & number:	☐ Prerequisite	☐ Corequisite	pre/con		
·	Prerequisite	·			
prefix & number:		☐ Corequisite	☐ pre/con		
Is this course used for related instruction? Ple the inventory of related instruction templates.	ease confirm this by revie		s 10		
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
garantee					
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					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission  SAC Chair (type name) Email Date					
SAC Chair (type name) Ann Wenning	awenning@pcc.edu	12/18/20			
SAC Administrative Liaison (type name)	Email	12/18/20	Date 12		
Sarah Tillery	sarah.tillery@pcc.edu	12/18/20	14		
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#### Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information			
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 282	Proposed prefix and number	HIM 282
Current course title	Data Management and Analysis 2	Proposed title (60 characters max)	Healthcare Statistics
# Credits	3	Proposed transcript title (30 characters max)	3
Reason for title change	Title revision better reflects course content and is not part of a series and therefore pre-req removed.		

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)

Statistical analysis and presentation of administrative and clinical information and data. Prerequisite: HIM 281.

	T		
Reason for change	Pre-req removed as not applic	cable.	
worker, fam are recomm	ily member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes significant guidelines on the curriculum webpage for more	
Cur	rrent learning outcomes	New learning outcomes	
	ed information for all course revisions)		
heal 2. Pres form 3. Use pack 4. Eval dete of th heal 5. Und and by h ager 6. Disp appr 7. Disc	culate and interpret descriptive thcare statistics. sent data in verbal and written is. common statistical software tages. uate healthcare statistics and rmine the most appropriate use ese healthcare statistics in th information management. erstand the collection, usage, interpretation of vital statistics ealth care facilities, state incies, and federal agencies. It is also health care data in the copriate graphic format. Suss the different health care sets and their usage.	<ol> <li>Calculate and interpret descriptive healthcare statistics.</li> <li>Present data in verbal and written forms.</li> <li>Use common statistical software packages.</li> <li>Evaluate healthcare statistics and determine the most appropriate use of these healthcare statistics in health information management.</li> <li>Understand the collection, usage, and interpretation of vital statistics by health care facilities, state agencies, and federal agencies.</li> <li>Display health care data in the appropriate graphic format.</li> <li>Discuss the different health care data sets and their usage.</li> </ol>	
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.			
	• •	s, corequisites and concurrent	
	<del> </del>	ites or co-requisites DO NOTHING in this area	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placeme	ent into: .		
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con	
prefix & nun	nber:	│	

Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					
Standard prerequisites - WR 115, RD 115	and MTF	ł 20 or equivalen	t placer	ment test s	cores
☐ Placement into: .					
prefix & number:	]	Prerequisite	Со	requisite	☐ pre/con
prefix & number:	]	Prerequisite	Со	requisite	☐ pre/con
					I
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease con	firm this by revie	wing	│	s 10
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human re requires you to submit a <u>related instruction in or course revision form</u> . Visit the comprehensive guidance.	elations a CTE cou	nd 2) the hours o	of stude ame tim	nt learning ne as you s	. Then this submit this
that may impact other departments or cambridge this course for their program or as a prerection.	puses, s	such as academ	ic prog	rams that	
Please provide details, who was contacted and the resolution.					
☐ Yes X☐ No					
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu	ocess be			•	ne timeline
Section # 2 Department Review	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name)		Email			Date
Ann Wenning awenning@pcc.edu				12/18/20	12
SAC Administrative Liaison (type name)		Email			Date
Sarah Tillery sarah.tillery@pcc.edu 12/18/2012					
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#### Course Revision

What do you want to change?				
Check all that apply- double click on the				
check box which opens the task window				
course number				
X☐ 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 <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	eneral Information		
Department	Health Information Management	Submitter name Phone	Ann Wenning 971-722-5075
		Email	awenning@pcc.edu
Current prefix and number	HIM 286	Proposed prefix and number	HIM 286
Current course title	Data Management and Analysis 1 Lab	Proposed title (60 characters max)	Data Management and Analysis Lab
# Credits	2	Proposed transcript title (30 characters max)	2
Reason for title change	This course is not the first in revision.	a sequence and ı	reflects the lecture course HIM 281

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)

Laboratory course for HIM 281. Allows students to practice skills and apply the knowledge learned in Data Management and Analysis 1. Corequisite: HIM 281

Laboratory course for HIM 281. Allows students to practice skills and apply the knowledge learned in Data Management and Analysis. Corequisite: HIM 281

Re	ason	
for	change	

Proposed description reflects title change to course.

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

# Current learning outcomes (required information for all course revisions) 1. Abstract data for department indices/databases/registries.

- 2. Present data in formats appropriate to the user.
- 3. Apply current laws and accreditation, licensure and certification standards.
- 4. Apply health record documentation guidelines.
- 5. Monitor health records for compliance with regulations and organizational policy.
- 6. Maintain the accuracy and completeness of the patient health record as defined by a health care facility's institutional policy.
- 7. Query databases to retrieve information.
- 8. Generate reports from various databases.
- 9. Understand concepts of and protect data integrity and validity using software or hardware technology.
- 10. Maintain the integrity of the content of individual electronic health records.
- 11. Maintain the integrity of a master patient/client index

### New learning outcomes

- 1. Abstract data for department indices/databases/registries.
- 2. Present data in formats appropriate to the user.
- 3. Apply current laws and accreditation, licensure and certification standards.
- 4. Apply health record documentation guidelines.
- 5. Monitor health records for compliance with regulations and organizational policy.
- 6. Maintain the accuracy and completeness of the patient health record as defined by a health care facility's institutional policy.
- 7. Query databases to retrieve information.
- 8. Generate reports from various databases.
- 9. Understand concepts of and protect data integrity and validity using software or hardware technology.
- 10. Maintain the integrity of the content of individual electronic health records.
- 11. Maintain the integrity of a master patient/client index

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		
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If you are <b>NOT</b> changing prerequisit					
Standard prerequisites - WR 115, RD 115	and MTH 20 or equivalen	t placement test s	cores		
☐ Placement into: .		·	<u> </u>		
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con		
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con		
	•				
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease confirm this by review		es 10		
communication, computation and/or human re requires you to submit a related instruction in (	If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and				
guidance.					
IMPACT ON OTHER DEPARTMENTS AND Of that may impact other departments or camp this course for their program or as a prerection.	puses, such as academ	ic programs that			
Please provide details, who was contacted and the resolution.					
Yes X No					
Implementation   Next available term after approval					
term X Fall 2013 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					
Tot approve to the control of the co	arr -				
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name)	Email		Date		
Ann Wenning	awenning@pcc.edu	12/18/20	12		
SAC Administrative Liaison (type name)	Email	П	Date		
Sarah Tillery	sarah.tillery@pcc.edu 12/18/2012				
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# **Course Revision**

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

Section #1 G	eneral Information		
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 290	Proposed prefix and number	HIM 290
Current course title	Health Information Technology III	Proposed title (60 characters max)	HIM Teams and Training
# Credits	3	Proposed transcript title (30 characters max)	3
Reason for title change	Revised title more accura	tely reflects course	content

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines and develops skills for training healthcare teams, healthcare entities, and consumers on health information. Project management and the management of change in relation to health information	Examines and develops skills for training healthcare teams, healthcare entities, and consumers on health information. Project management and the management of change in relation to health information management are also covered. Audit

managemer available.	nt are also covered. Audit	available.			
Reason for change	No change.				
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	en or lifelong learners), One	e to six outcomes	
Cur	rent learning outcomes		New learning outcom	nes	
	ed information for all course revisions)		3		
team 2. Pa team healt 3. Pr and infor 4. Pl 5. Re rega Depa 6. Ec their healt	articipate on intra-departmental ns/committees. articipate on facility wide ns/committees responsible for th care information. rovide consultation, education, training to users of health mation services. an and conduct meetings. esolve customer complaints rding the Health Information artment. ducate and train consumers on health information and personal th records.	<ol> <li>Participate on intra-departmental teams/committees.</li> <li>Participate on facility wide teams/committees responsible for health care information.</li> <li>Provide consultation, education, and training to users of health information services.</li> <li>Plan and conduct meetings.</li> <li>Resolve customer complaints regarding the Health Information Department.</li> <li>Educate and train consumers on their health information and personal health records.</li> </ol>			ng e
Reason for change	No change.				
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or ea ants to set the RD, WR and/or MTH p Opt out form.	quivalent	lacement test scores		g
•	Current prerequisite	s, core	isites and concurrent		
If	you are <b>NOT</b> changing prerequisi	tes or c	requisites DO NOTHING in	this area	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & nun	nber:		☐ Prerequisite ☐ Corequ	uisite	n
prefix & nun	nber:		☐ Prerequisite ☐ Corequ	uisite  pre/co	n
	Proposed prerequisit	es, core	uisites 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				cores	
Placement into:					
prefix & number:		☐ Prerequisite	Со	requisite	pre/con
prefix & number:		☐ Prerequisite	☐ Co	requisite	pre/con
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease co	onfirm this by review	wing	☐ ye:	s 0
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human rel requires you to submit a related instruction in Course revision form. Visit the comprehensive guidance.	lations CTE co	and 2) the hours o ourse form at the sa	of studer ame tim	nt learning le as you s	. Then this submit this
IMPACT ON OTHER DEPARTMENTS AND C that may impact other departments or camp this course for their program or as a prerequ	puses,	, such as academ	ic prog	rams that	-
Please provide details, who was contacted and the resolution.					
☐ Yes X☐ No					
1	· · · · · · · · · · · · · · · · · · ·				
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 le	evel ar	nd approved for sub	omissio	n	
SAC Chair (type name)		Email			Date
Ann Wenning	ning@pcc.edu		12/18/20	12	
SAC Administrative Liaison (type name)		Email			Date
Sarah Tillery	Sarah Tillery sarah.tillery@pcc.edu 12/18/2012				
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#### Course Revision

Wha	at 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			
$\boxtimes$	prerequisites and co-requisites			
Grade option change				

Save this document as the course prefix and number

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

Section #1 General Information			
Department	Civil and Mechanical Engineering Technology	Submitter name Phone Email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu
Current prefix and number	CMET 121	Proposed prefix and number	No Change
Current course title	Strength of Materials	Proposed title (60 characters max)	No Change
# Credits	4	Proposed transcript title (30 characters max)	No Change
Reason for title change			

description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description Proposed Description (required information for all course (include requisites) revisions. Include requisites) Covers the relationship between stress and Covers the relationship between stress and strain in strain in deformable solids. Analysis is deformable solids. Analysis is applied to members applied to circular shafts, beams, columns subjected to axial, bending, and torsional loads. and pressure vessels. Covers combined Covers combined stresses, statically indeterminate stresses, statically indeterminate systems systems and properties of structural materials. and properties of structural materials. Prerequisites: CMET 110, CMET 112, and ENGR 102. Prerequisites: CMET 110, 112, 113. Prerequisite or concurrent: CMET 122 and 123. Prerequisite or concurrent: CMET 122, 123.

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course

Re	ason
for	change

ENGR 102 is replacing CMET 113 as a requirement for the CET and MET programs. Updating of 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 New learning outcomes (required information for all course revisions) The student will be able to: Upon completion of the course, students should be able to: 1. Understand the concepts and principles applied to members under 1. Analyze and design structural members various loadings and the effects of subjected to tension, compression, torsion, these loadings. bending and combined stresses using the 2. Analyze and design structural fundamental concepts of stress, strain and members subjected to tension. elastic behavior of materials. compression, torsion, bending and combined stresses using the 2. Utilize appropriate materials in design fundamental concepts of stress, strain considering engineering properties, and elastic behavior of materials. sustainability, cost and weight. 3. Analyze columns and pressure vessels under various loadings. 3. Perform engineering work in accordance 4. Conduct himself or herself with ethical and economic constraints professionally and with regard to his or related to the design of structures and her responsibilities toward society, machine parts. especially with respect to designing machine parts and structures to prevent failure. Reason for

change

Updating of 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

oxedge Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scc	ores
--------------------------------------------------------------------------------------------	------

Placement into:
 I FIAUCHICH HIIU.

prefix & number: CMET 110, 111, 113		☐ Corequisite	☐ pre/con	
prefix & number: CMET 122, 123	☐ Prerequisite	☐ Corequisite	⊠ pre/con	
Proposed prerequising If you are <b>NOT</b> changing prerequising precedurate precedurat	tes, corequisites and conc ites or co-requisites <b>DO N</b> o		ea	
Standard prerequisites - WR 115, RD 115	and MTH 20 or equivalen	t placement test s	cores	
Placement into: .				
prefix & number: CMET 110, CMET 112, and			☐ pre/con	
prefix & number: CMET 122 and 123	☐ Prerequisite	☐ Corequisite	⊠ pre/con	
Is this course used for related instruction? Pl the inventory of <u>related instruction templates</u> .		wing		
<b>If yes. Check two things</b> : 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or can this course for their program or as a prere	npuses, such as academ	ic programs that		
Please provide details, who was contacted and the resolution.				
☐ Yes ☑ No				
Implementation				
Specify term (if AFTER the next available term) Winter 2014				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)	Email		Date	
Jan Chambers	jchamber@pcc.edu	Decembe	r 12, 2012	
SAC Administrative Liaison (type name)	Email		Date	
Dieterich Steinmetz	dsteinme@pcc.edu	Decembe	r 12, 2012	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – $4^{th}$ floor.				

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

Save this document as the course prefix and number

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

Section #1 General Information			
Department	Civil and Mechanical Engineering Technology	Submitter name Phone Email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu
Current prefix and number	CMET 214	Proposed prefix and number	No Change
Current course title	Route Surveying	Proposed title (60 characters max)	Surveying II
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for title change	Better reflects course conten	t	

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 **Proposed Description** all course revisions. Include requisites) (include requisites) Presents techniques for preliminary location and Presents techniques for preliminary, location and construction surveys. Includes elements of construction surveys related roads and pipelines. horizontal and vertical location for roadways, Includes elements of horizontal and vertical including circular and parabolic curves. Use of location, including circular, spiral and parabolic advanced capabilities of electronic total stations, curves. Draw plans, profiles and cross sections include data logging, is covered. Prerequisite: and use electronic total stations. Prerequisite: ENGR 226. Audit available. CMET 132.

Reason for change

ENGR 226 is replacing CMET 132 as a requirement for the CET and MET programs.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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 New learning outcomes (required information for all course revisions) **Intended Outcomes for the course** Upon completion of the course, students should be able to: Upon successful completion of this course, the student will have satisfactorily 1. Utilize stationing to identify locations on a accomplished the goals and objectives listed roadway project in this course content guide. Course content 2. List and define the components of horizontal circular curves, and prepare curve data for field guides are developed by college-wide Subject layout at specific stations. Area Curriculum Committees and approved 3. List and define the components of a vertical by management. curve. Calculate roadway elevations at specific stations. **Instructional Goal:** 4. Establish and utilize a network of control points in the field. To become familiar with the various phases of 5. Use the more advanced capabilities of electronic route design for roadways and sewers/drains, total stations, including electronic field book, conduct route surveys, and design roadways. resection, and staking out. 6. Develop spreadsheet solutions for common surveying problems. Reason for Updating outcomes change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: .				
prefix & number: CMET 132			☐ pre/con	
prefix & number: Prerequisite Corequisite pre/cor			☐ 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: ENGR 226			☐ 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.			
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND 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 det	ails, who was contacted and	d the resolution.		
☐ Yes ⊠ No				
Implementation term	<ul><li>Next available term after approval</li><li>Specify term (if AFTER the next available term)</li></ul>			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)		Email	Date	
Jan Chambers		jchamber@pcc.edu	December 12, 2012	
SAC Administrative Liaison (type name)		Email	Date	
Dieterich Steinmetz dsteinme@pcc.edu December 12, 2012			December 12, 2012	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

# **Course Revision**

What do you want to change?  Check all that apply- double click on the check box which opens the task window	Save this documenumber		
☐ course number ☐ title	Send completed curriculum@		
<ul><li>☑ description (include requisites)</li><li>☑ outcomes</li></ul>			
prerequisites and co-requisites  Grade option change			

Save this document as the course prefix and number

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

Section #1 Gene	Section #1 General Information		
Department	Civil and Mechanical Engineering Technology	Submitter name Phone Email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu
Current prefix and number	CMET 221	Proposed prefix and number	No Change
Current course title	Environmental Systems	Proposed title (60 characters max)	No Change
# Credits	Change from 4 to 3	Proposed transcript title (30 characters max)	No Change
Reason for title change			

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Explores ground water, air, hazardous waste, and water pollution problems. Addresses technological solutions of these problems, including water, waste water, and air pollution treatment, as well as alternatives. Prerequisite: CMET 123, WR 115. Audit available.	Explores ground water, air, hazardous waste, and water pollution problems. Presents data analysis techniques and computational methods. Examines technological solutions of these problems, including water, wastewater, and air pollution treatment, as well as alternatives. Prerequisites: CMET 123, WR 115. Audit available.

Reason for change	Updating description					
worker, fami are recomm	ily member ended Se	ES: Describe what the community citizen, glue the course outcomes outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
Cur	rent learnii	ng outcomes		New lear	ning outcomes	
(require	ed informati revisio	on for all course				
We are unable to locate a document showing the current learning outcomes for this course.  Upon completion of the course, students should be able to:  1. Compute economic impacts associated with environmental decisions  2. Use common mathematical models to predict outcomes in the environment.  3. Utilize basic statistics to understand data trends.  4. Use computer spreadsheet applications to solve environmental engineering problems.			ated with to predict d data tions to			
Reason for change Updating documentation of course						
prerequisites	: WR 115, R ants to set th	s course has been appro D 115, and MTH 20 or e e RD, WR and/or MTH p	quivalen	t placement test sco	res	
Current prerequisites, corequisites and concurrent						
lf	If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					ea
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into: .						
prefix & num	prefix & number:			pre/con		
prefix & num	prefix & number:			☐ pre/con		
Proposed prerequisites, corequisites and concurrent If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area						
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
Placement into:						
prefix & num	nber:			Prerequisite	☐ Corequisite	pre/con
prefix & number:			pre/con			

	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
that may impact of	other departments or cam	CAMPUSES – are there change puses, such as academic prog quisite for courses or program	rams that require		
Please provide de	tails, who was contacted an	d the resolution.			
☐ Yes ⊠ No					
Implementation	Next available term	after approval			
term		ER 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 Depart	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date					
Jan Chambers		jchamber@pcc.edu	December 12, 2012		
SAC Administra	ative Liaison (type name)	Email	Date		
Dieterich Steinmetz dsteinme@pcc.edu December 12, 2012			December 12, 2012		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – $4^{th}$ floor.					

course revision 3

# Contact and/or Credit Hour Change

Section #1 G	eneral Information				
Department	Civil and Mechanical Engineering Technology			x4681	hambers, SAC chair ber@pcc.edu
Course prefix and number	CMET 221	Course title		Environmental Systems	
•1 credit of le •1 credit of le •1 credit of la hr/week	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				
	CONTACT AND CREDIT H	OURS		O CONT	FACT AND CREDIT HOURS
Lecture	20		Lecture		0
Lecture/Lab	20		Lecture/Lab		40
Lab 30			Lab		30
Total contact hours/term	70		Total contact hours/term	ct	70
Total credits	4		Total credits 3		3
Reason for change:					
	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.				
	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?					
<ul><li>✓ Yes If yes, then you need to complete a degree/certificate change form located on the curriculum website</li></ul>					
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ☐ No	If yes, please describe	NA
Implementation term		<ul><li>☑ Next available term after approval</li><li>☐ Specific term</li></ul>

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

#### 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		
$\boxtimes$	prerequisites and co-requisites		
Grade option change			

CMET 214. Audit available

Save this document as the course prefix and number

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

Section #1 G	Section #1 General Information		
Department	Civil and Mechanical Engineering Technology	Submitter name Phone Email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu
Current prefix and number	CMET 233	Proposed prefix and number	No Change
Current course title	CET Applied CAD	Proposed title (60 characters max)	No Change
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description. Current Description **Proposed Description** (required information for all course revisions. (include requisites) Include requisites) Presents advanced topics in civil Presents advanced topics in civil engineering engineering-oriented computer aided design oriented computer aided design and drawing and drafting meeting industry standards. meeting industry standards. Prerequisite: Prerequisite: CMET 241: Prerequisite or CMET 113; DRF 241. Prerequisite/concurrent

concurrent: CMET 214. Audit available

Reason for change Updating prerequisites to match current courses offered.

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.

# LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as Current learning outcomes New learning outcomes (required information for all course revisions) Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives Upon completion of the course, students listed in this

course content guide. Course content guides are developed by college wide subject area curriculum committees and approved by management.

#### **HVAC GRAPHICS DESIGN**

- **Instructional Goal:** Α.
- To develop knowledge and skill to draw ducts and piping for heating/cooling systems of a building relative to the building construction.
- Objectives:
- Architectural drawings
  - a. To identify and read architectural drawings
- 2. Rug drawing (building background)
- To create a rug drawing of building
- **HVAC** Design
- To zone the building relative to the distribution of air
- To locate and draw equipment necessary to heat/cool the building
- To locate supply and return air grilles/diffusers relative to building design
- To know and demonstrate duct drawings and symbols
- Single line drawing i.
- Two (2) line drawing ii.
  - To demonstrate the proper sizing of ducts using the following
- i. Ductalator
- Duct design chart ii.
  - To demonstrate proper duct routing through envelope f. of building
  - To demonstrate piping of equipment when required.

should be able to:

- 1. Use civil engineering computer aided drafting and design software.
- 2. Import raw surveying data for development of surfaces and topographic drawings.
- 3. Create a digital terrain model for an existing site.
- 4. Create alignments, profiles, and cross sections for roadway projects.

Reason for change

Currently published outcomes are not correct.

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: CMET 113, DRF 241 □ Prerequisite Corequisite □ pre/con Prerequisite prefix & number: ☐ 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: CMET 241 □ Prerequisite Corequisite pre/con Prerequisite prefix & number: CMET 214 ☐ Corequisite pre/con Is this course used for related instruction? Please confirm this by reviewing yes the inventory of related instruction templates.  $\boxtimes$ 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  $\boxtimes$ No Implementation Next available term after approval term Specify term (if AFTER the next available term) Spring 2014 Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission SAC Chair (type name) Email Date Jan Chambers jchamber@pcc.edu December 12, 2012

SAC Administrative Liaison (type name)	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	December 12, 2012

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

# 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		
$\boxtimes$	prerequisites and co-requisites		
Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	Section #1 General Information			
Department	Civil and Mechanical Engineering Technology	Submitter name Phone Email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu	
Current prefix and number	CMET 237	Proposed prefix and number	No Change	
Current course title	MET Applied CAD	Proposed title (60 characters max)	No Change	
# Credits	3	Proposed transcript title (30 characters max)	No Change	
Reason for title change				

Hot doe the Words: coarse anayer stadent: melade it	
Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Presents advanced topics in mechanical/manufacturing engineering oriented computer aided design and drawing meeting industry standards. Prerequisites: CMET 113. Audit available.	Presents topics in solid modeling for mechanical/manufacturing engineering computer aided design and drawing, meeting industry standards. Prerequisite: ENGR 102. Audit available.

Re	ason
for	change

ENGR 102 is replacing CMET 113 as a requirement for the MET program. Updating 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)

- 1. Understand the basics of a 3D feature-based, constraint-based, and fully associative parametric solid modeler.
- 2. Sketch two-dimensional profiles to generate three-dimensional solid models.
- 3. Create features such as holes, cuts, extrusions, fillets, and chamfers.
- 4. Demonstrate competency with various menus and modification commands (e.g. copying, mirroring, patterning).
- 5. Create datum/work axes and planes.
- 6. Generate revolved parts, swept features, and blends.
- 7. Develop basic assemblies of multiple solid models.
- 8. Generate the necessary views for the working engineering drawings from the completed solid model.
- 9. Generate dimensions from the solid model and place on the proper drawing view.
- 10. Generate assembly drawings from the completed assembly of multiple solid models.

#### New learning outcomes

Upon completion of the course, students should be able to:

- 1. Create solid models using a 3D feature-based, constraint-based, and fully associative parametric solid modeler, including features such as holes, cuts, extrusions, fillets, and chamfers.
- 2. Generate revolved parts, swept features, and blends.
- 3. Generate views for working engineering drawings from the completed solid model, and dimension these views.
- 4. Develop basic assemblies of multiple solid models, and generate assembly drawings from them.

Reason for change

Updating 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: CMET 113	Corequisite	pre/con

	242			
prefix & number:	☐ Prerequisite ☐	Corequisite  pre/con		
Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area				
☐ Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent pla	acement test scores		
Placement into:				
prefix & number: ENGR 102	□ Prerequisite □	Corequisite  pre/con		
prefix & number:	☐ Prerequisite ☐	Corequisite  pre/con		
Is this course used for related instruction? Pleasthe inventory of related instruction templates.	se confirm this by reviewing	yes  no		
If yes. Check two things: 1) Outcomes – if you communication, computation and/or human rela requires you to submit a <u>related instruction in Course revision form</u> . Visit the comprehensive reguldance.	itions and 2) the hours of stu TE course form at the same	udent learning. Then this time as you submit this		
IMPACT ON OTHER DEPARTMENTS AND CA that may impact other departments or campu this course for their program or as a prerequ	uses, such as academic p	rograms that require		
Please provide details, who was contacted and the resolution.				
☐ Yes ⊠ No				
Implementation	fter approval R the next available term)  \	Nintor 2014		
Allow 4-6 months to complete the approval proc	•			
for approval for details. www.pcc.edu/curriculun		ourse. Occ the timeline		
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)	Email	Date		
Jan Chambers j	jchamber@pcc.edu	December 12, 2012		
SAC Administrative Liaison (type name) Email Date				
Dieterich Steinmetz dsteinme@pcc.edu December 12, 2012				
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course revision 3

# **Course Revision**

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	eneral Information		
Department	Civil and Mechanical Engineering Technology	Submitter name Phone Email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu
Current prefix and number	CMET 241	Proposed prefix and number	No Change
Current course title	Structural Steel Drafting	Proposed title (60 characters max)	No Change
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for title change			

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces structural detail drafting of engineering design drawings and shop fabrication drawings for steel construction. Covers steel grades and shapes, and design, fabrication, and erection drawings for steel structures. Prerequisites: (CMET 113 or GE 102); CMET 121.	Introduces structural detail drafting of engineering design drawings and shop fabrication drawings for steel construction. Covers steel grades and shapes; and design, fabrication, and erection drawings for steel structures. Prerequisites: ENGR 102, CMET 121. Audit available.

Reason for change						
worker, fam are recomm	OUTCOMES: Describe what the studenily member, community citizen, global citiended. See the course outcomes guiden writing good outcomes.	izen or lifelong lear	ners), One to six	coutcomes		
	Current learning outcomes	New	learning outcomes	S		
(required	d information for all course revisions)		-			
<ol> <li>Identical and Ame steel</li> <li>Creadraw</li> <li>Creadraw</li> <li>Creadraw</li> <li>Creanraw</li> <li>Use</li> </ol>	tify and describe structural steel shapes use detailing information shown in the crican Institute of Steel Construction I section tables. It is and interpret structural steel working vings that involve plan views. In and interpret structural steel working vings that involve elevation views. In and interpret detail drawings that live bolted connections.  CAD software to create drawings listed 3, and 4.	<ol> <li>Identify and describe structural stee shapes and use detailing information shown in the American Institute of Structural steel section tables.</li> <li>Create and interpret structural steel working drawings that involve plan views and elevation views, using Constitute.</li> <li>Create and interpret detail drawings</li> </ol>				
Reason for change	Updating 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 & nun	nber: CMET 113 or GE 102	□ Prerequisite	☐ Corequisite	☐ pre/con		
prefix & number: CMET 121						
Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area						
IT.	you are <b>not</b> changing prerequisites or o	co-requisites <b>DO N</b>	UTHING IN THIS AF	ea		

Standard prerequisites - WR 115, RD 115	and M	ΓΗ 20 or equivalen	t placer	nent test s	cores
Placement into: .					
prefix & number: ENGR 102			Со	requisite	☐ pre/con
prefix & number: CMET 121			Со	requisite	☐ pre/con
la this serves were discussion 2. Dis			:		
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease co	oniim inis by revie	wing		
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human re requires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	elations CTE co	and 2) the hours o ourse form at the sa	of stude ame tim	nt learning le as you s	. Then this submit this
IMPACT ON OTHER DEPARTMENTS AND ( that may impact other departments or cam this course for their program or as a prerec	puses	, such as academ	ic prog	rams that	
Please provide details, who was contacted an	d the re	esolution.			
☐ Yes ☑ No					
	' ' '				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name)		Email			Date
Jan Chambers jchamber@pcc.edu December 12, 2013			r 12, 2012		
SAC Administrative Liaison (type name)		Email			Date
Dieterich Steinmetz dsteinme@pcc.edu December 12, 2012					
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#### Course Revision

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

Section #1 G	eneral Information		
Department	Engineering	Submitter name	Mike Kies, SAC chair
		Phone	x4161
		Email	mkies@pcc.edu
Current	ENGR 102	Proposed prefix	
prefix and number		and number	No Change
Current course title	Engineering Graphics	Proposed title (60 characters max)	No Change
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for			
title change			

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

Current Description

Proposed Description

(required information for all course revisions. Include requisites)
Introduces manual and computer-aided drafting including hand sketching, drafting standards,
pictorial drawings, and dimensioning. Includes creation of 2-D drawings and 3-D solid models
with AutoCAD. Prerequisite: ENGR 101.

Proposed Description (include requisites)

Introduces manual and computer-aided drafting including hand sketching, drafting standards, pictorial drawings, and dimensioning. Includes creation of 2-D drawings and 3-D solid models with AutoCAD. Prerequisite: Department approval or ENGR 101. Audit available.

Re	ason
for	change

This course replaces CMET113 for CET and MET students, eliminating cross-listed courses. CET and MET students will not have taken ENGR 101, so they will be given department permission.

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 <a href="writing-good-outcomes">writing-good-outcomes</a>.

#### Current learning outcomes New learning outcomes (required information for all course revisions) The student will be able to: **Upon completion of the course students** should be able to: Sketch two-dimensional orthographic drawings 1. from three-dimensional isometric views. 1. Sketch two-dimensional orthographic 2. Sketch isometric pictorials given twodrawings and three-dimensional dimensional orthographic drawings. isometric views. Create two-dimensional orthographic drawings 2. Create and modify two-dimensional using AutoCAD software, complete with orthographic drawings using AutoCAD construction lines, dimensions, and layers. software, complete with construction Demonstrate competency with various lines, dimensions, and layers, drawings aides and modification commands. conforming to industry standards. Create three-dimensional solid models using 5. 3. Create three-dimensional solid models AutoCAD software. Develop assembly type drawings using multiple using AutoCAD software, and generate 6. solid models. paper space layouts from model space 7. Generate paper space layouts from model geometry. space geometry. Reason for Updating of outcomes change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores					
If the SAC wants to set the RD, WR and/or MTH prerequisive Prerequisite Opt out form.	sites at a lower level,	you will need to us	e the		
Current prerequisites, core	quisites and cond	current			
If you are NOT changing prerequisites or o	o-requisites DO N	OTHING in this ar	ea		
☐ Standard prerequisites - WR 115, RD 115 and M	ΓH 20 or equivalen	t placement test s	cores		
☐ Placement into: .					
prefix & number ENGR101	prefix & number ENGR101				
prefix & number:					
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: ENGR101	Department approval or			☐ Corequisite ☐ pre/con		
prefix & number:			☐ Prerequisite	☐ Co	requisite	pre/con
	I for related instruction? Ple ated instruction templates.	ase co	onfirm this by revie	wing	☐ yes	S
communication, correquires you to sul	things: 1) Outcomes – if you omputation and/or human relomit a related instruction in Comm. Visit the comprehensive	lations CTE co	and 2) the hours o	of studer ame tim	nt learning e as you s	. Then this submit this
that may impact of	ER DEPARTMENTS AND Content of campeir program or as a prerequite of the content o	ouses,	such as academ	ic prog	rams that	
Please provide details, who was contacted and the resolution.						
Yes No This course will be used by CET and MET students as well as ENGR students. The SACs and the dean of engineering have worked together to make these changes.						
Implementation term	<ul><li>Next available term after approval</li><li>Specify term (if AFTER the next available term)</li></ul>					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum						
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name) Email Date				Date		
Mike Kies mikes@pcc.edu December 12, 2012						
SAC Administrative Liaison (type name)			Email			Date
Dieterich Steinme	Dieterich Steinmetz dsteinme@pcc.edu December 12, 2012					r 12, 2012
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#### Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department	Engineering	Submitter name	Mike Kies, SAC chair	
		Phone	x4161	
		Email	mkies@pcc.edu	
Current prefix and number	ENGR 226	Proposed prefix and number	No Change	
Current course title	Plane Surveying	Proposed title (60 characters max)	No Change	
# Credits	4	Proposed transcript title (30 characters max)	No Change	
Reason for title change				

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

(required information for all course revisions. Include requisites)			
Introduces basic concepts of plane surveying Includes use of tape, level, transit, electronic total station (ETS), along with horizontal and vertical control networks. Includes network calculations and adjustments, angles and bearings, and topographic surveying and mapping. Prerequisite: ENGR 101 and 102.			

Current Description

Proposed Description (include requisites)

Introduces basic concepts of plane surveying. Includes use of tape, level, and electronic total station, along with horizontal and vertical control networks. Includes network calculations and adjustments, angles and bearings, and topographic surveying and mapping. Prerequisite: ENGR 102 and (MTH 112 or CMET 123). Audit available.

Reason for change	, ,				
worker, fami are recomm	ly member, community citizen, global	ent will be able to do "out there" (in their life roles as citizen or lifelong learners), One to six outcomes delines on the curriculum webpage for more			
	Current learning outcomes	New learning outcomes			
	_	3 3 3 3			
(required information for all course revisions)  The student will be able to:  1. Collect, analyze, and adjust field measurements; create horizontal and vertical control networks; and prepare a topographic map. 2. Describe licensing requirements for becoming a Professional Land Surveyor and Professional Engineer including various codes of professional ethics. 3. Communicate verbally during outdoor laboratory exercises and record field measurements and other data in the manner common to the surveying profession. 4. Work in small teams with individuals of diverse cultural backgrounds. 5. Incorporate procedures that protect the environment during the gathering of field data. 6. Operate and use surveying equipment in a manner that does not jeopardize the safety of team members nor the equipment used.  Upon completion of the course, students should be able to:  1. Collect, analyze, and adjust field measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements; create horizontal and vertical control networks; and prepare a topographic measurements and other data in the manner tommon to the surveying endorrate procedure state procedure state procedure state procedure state procedure state proc					
Reason for change Updating of outcomes.					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the					
Prerequisite Opt out form.  Current prerequisites, corequisites and concurrent					
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					

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

☐ Placement into: .

prefix & number: ENGR 101		□ Prerequisite	Со	requisite	pre/con
prefix & number: ENGR 102			Со	requisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					
☐ Standard prered	quisites - WR 115, RD 115 a	and MTH 20 or equivalen	nt placen	nent test s	cores
☐ Placement into:					
prefix & number: E	ENGR 102		Со	requisite	☐ pre/con
prefix & number: C	CMET123 or MTH112		Со	requisite	☐ pre/con
	for related instruction? Pleated instruction templates.	ase confirm this by revie	wing	☐ ye.	
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	This course will be used by CET and MET students as well as ENGR students. The SACs and the dean of engineering have worked together to make these changes.				
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
Mike Kies mikes@pcc.edu December 12, 2012			r 12, 2012		
SAC Administrative Liaison (type name)		Email			Date
Dieterich Steinmetz		dsteinme@pcc.edu		Decembe	r 12, 2012
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# **Course Revision**

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department	Engineering	Submitter name	Mike Kies, SAC chair	
		Phone	x4161	
		Email	mkies@pcc.edu	
Current prefix and number	ENGR 262	Proposed prefix and number	No Change	
Current course title	Manufacturing Processes	Proposed title (60 characters max)	No Change	
# Credits	4	Proposed transcript title (30 characters max)	No Change	
Reason for title change				

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
The interaction of design with industrial materials and processes is considered in connection with technical and economic feasibility, trade-offs and automation.  Prerequisite: ENGR 101 and 102	Introduces the interaction of design with industrial materials and processes. Emphasizes the connection of design, materials, and processes with technical and economic feasibility, trade-offs, and automation.  Prerequisites: (CMET121 and 122); or (ENGR101 and PHY211). Audit available.

Reason for change

This course replaces CMET215 for CET and MET students, eliminating cross-listed courses.

Change of prerequisites.

Updating 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)

This course is based on competency mastery. Each section is assigned to a specific competency. Sections may be independent

or dependent on other sections. The following competency profile is based upon industry standards that have been established for this course:

- Demonstrate knowledge in understanding of the operational principles of a complete manufacturing system including
  - o Internal and External challenges.
  - World Class Manufacturing.
  - The Design Process
  - The Production Process
  - Material Selection
  - Manufacturing Process Selection
- 2. Demonstrate knowledge in understanding of Casting Processes
- 3. Demonstrate knowledge in understanding of Forming Processes
- 4. Demonstrate knowledge in understanding of Material Removal Processes.
- 5. Demonstrate knowledge in understanding of Joining Processes.
- 6. Demonstrate knowledge in understanding of Measurement and Quality Assurance.
- 7. Demonstrate knowledge in understanding of Advanced Manufacturing Processes.

#### New learning outcomes

Upon completion of this course, students should be able to

- Recommend appropriate part manufacturing processes when provided a set of functional requirements and product development constraints.
- Recommend cost-effective material options based upon net part shape, expected loading, operating environment, cost constraints, and life expectancy.
- 3. Fabricate basic parts and assemblies using powered and non-powered machine shop equipment in conjunction with mechanical documentation.
- Ascertain product and process quality levels through the use of precision measurement tools and statistical quality control charts.
- Mitigate production problems using risk management and root cause analysis tools.
- Communicate effectively with industry personnel by developing a manufacturing-centric vocabulary.

Reason for change

Updating 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: I	ENGR 101	□ Prerequisite	☐ Corequisite ☐ pre/con				
prefix & number: E	NGR 102	□ Prerequisite	☐ Corequisite ☐ pre/con				
Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area							
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores							
☐ Placement into	: .						
prefix & number: (ENGR101 and Ph	(CMET121 and 122); or HY211)	□ 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.  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.							
that may impact	ER DEPARTMENTS AND Cother departments or camper program or as a prerect the company of the compa	puses, such as academ	ic programs that require				
Please provide de	tails, who was contacted and	d the resolution.					
⊠ Yes □ No	This course will be used by CET and MET students as well as ENGR students. The SACs and the dean of engineering have worked together to make these changes.						
Implementation term	· · · · · · · · · · · · · · · · · · ·						
		ocess before scheduling t	he course. See the timeline				
0 " "05							
Section # 2 Depar		ovel and approved for sul	omission				
SAC Ch	been reviewed at the SAC learning (type name)	Email	Date				
Mike Kies	імі (туре паше)	mikes@pcc.edu	December 12, 2012				
SAC Administra	tive Liaison (type name)	Fmail	Date				
SAC Administrative Liaison (type name) Email Date  Dieterich Steinmetz dsteinme@pcc.edu December 12, 2012							
Dieterich Steinme	` ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	dsteinme@pcc.edu	December 12, 2012				

#### **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			
☐ outcomes				
prerequisites and co-requisites				
Grad	le option change			

Save this document as the course prefix and number

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

Section #1 G	eneral Information		
Department	Gerontology	Submitter name	Jan Abushakrah
		Phone	971-722-4077
		Email	jabushak@pcc.edu
Current prefix and number	GRN237	Proposed prefix and number	GRN237
Current course title	End of Life Therapies	Proposed title (60 characters max)	End of Life Therapies
# Credits	1	Proposed transcript title (30 characters max)	End of Life Therapies
Reason for title change	N/A		

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)	
Focuses on a specific therapeutic approach appropriate for end of life care and explores a variety of therapeutic strategies and activities designed to augment end of life and palliative care goals and enhance the quality of life for the dying person and their caregivers. Each course offering will focus on one therapeutic approach, such as art, music, pet,	Focuses on a specific therapeutic approach appropriate for end of life care and explores a variety of strategies and activities designed to augment end of life and palliative care goals and enhance the quality of life for the dying person and their caregivers. No Requisites.	

horticulture, and massage therapies. May be taken 3 times for credit. No Requisites.  Addendum to Course Description  Each course offering will focus on one therapeutic approach, such as art, music, pet, horticulture, and massage therapies. One credit required for the Gerontology: End of Life Care Certificate.		Addendum to Course Description GRN237 or GRN239 required for the Gerontology: End of Life Care & Support Certificate.
Reason for change	Course is no longer repeatable.	
worker, fam	ily member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes s guidelines on the curriculum webpage for more
guidance on writing good outcomes.  Current learning outcomes  (required information for all course		New learning outcomes
	revisions)	
course will to a course will to a coordinate person-cent therapeutic end of life count and their ca and their ca activities ba augment en	no successfully complete this be able to: te with therapists to introduce tered and culturally appropriate strategies into a comprehensive are plan for the dying person	Students who successfully complete this course will be able to:  1. Coordinate with an end of life team or other practitioners to introduce person-centered and culturally appropriate therapeutic strategies into a comprehensive end of life care plan for the dying person and their caregivers.  2. Implement practices and activities based on the particular therapeutic approach to augment end of life care goals and enhance life quality for the dying person and their families.
course will to a course will to a coordinate person-cent therapeutic end of life count and their ca and their ca activities ba augment en life quality for a course will be a co	no successfully complete this be able to: te with therapists to introduce sered and culturally appropriate strategies into a comprehensive are plan for the dying person regivers. In the particular therapy to d of life care goals and enhance or the dying person and their	able to:  1. Coordinate with an end of life team or other practitioners to introduce person-centered and culturally appropriate therapeutic strategies into a comprehensive end of life care plan for the dying person and their caregivers.  2. Implement practices and activities based on the particular therapeutic approach to augment end of life care goals and enhance life quality for the dying

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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  ☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
		and MTH 20 or equivalen	nt placement test s	scores			
Placement into: .							
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/				
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con			
	or related instruction? Ple ed instruction templates.	ease confirm this by revie	wing ☐ ye ⊠ no				
communication, comprequires you to subm	nings: 1) Outcomes – if youtation and/or human related instruction in output the comprehensive	lations and 2) the hours o	of student learning ame time as you s	g. Then this submit this			
that may impact oth	DEPARTMENTS AND Coner departments or camp r program or as a prerec	puses, such as academ	ic programs that				
Please provide details, who was contacted and the resolution.							
☐ Yes ⊠ No							
Implementation [2]		• •					
term	Specify term (if AFT	ER the next available ter	•				
Allow 4-6 months to d		ER the next available ter	•	he timeline			
Allow 4-6 months to d	Specify term (if AFT complete the approval pro	ER the next available ter	•	he timeline			
Allow 4-6 months to d	Specify term (if AFT complete the approval proles. www.pcc.edu/curriculu	ER the next available ter	•	he timeline			
Allow 4-6 months to of for approval for detail  Section # 2 Department This proposal has be	Specify term (if AFT complete the approval proles. www.pcc.edu/curriculuent Review	ER the next available ter ocess before scheduling tum	the course. See the	he timeline			
Allow 4-6 months to of for approval for detail  Section # 2 Department This proposal has be SAC Chair	Specify term (if AFT complete the approval proles. www.pcc.edu/curriculuent Review	ER the next available ter ocess before scheduling tum  evel and approved for su  Email	the course. See the behind the course behind the behind	Date			
Allow 4-6 months to of for approval for detail  Section # 2 Department This proposal has be	Specify term (if AFT complete the approval proles. www.pcc.edu/curriculuent Review	ER the next available ter ocess before scheduling tum	the course. See the	Date			
Allow 4-6 months to of for approval for detail  Section # 2 Department This proposal has be SAC Chair  Jan Abushakrah	Specify term (if AFT complete the approval proles. www.pcc.edu/curriculuent Review	ER the next available ter ocess before scheduling tum  evel and approved for su  Email	bmission  12/17/12	Date			
Allow 4-6 months to of for approval for detail  Section # 2 Department This proposal has be SAC Chair  Jan Abushakrah	Specify term (if AFT complete the approval proles. www.pcc.edu/curriculuent Review een reviewed at the SAC ler (type name)	evel and approved for su Email jabushak@pcc.edu	bmission  12/17/12	Date Date			

# New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Genera	I Informa	tion			
Department:	Gerontology		Submitter name phone and email		hakrah, 971-722-4077, @pcc.edu
Prefix and Course Number:	GRN239		Credits:	1	
Course Title: (60 characters max)	End of Life Practices		Transcript Title (30 characters max)	End of Lif	e Practices
Can this course be repeated?	⊠ No □ Yes	How many times?	Contact hours:	Lecture: 10 Lec/lab:	
PCC default is 0 repeats	□ 162	umes:	PER QUARTER	Lab:	
If the course is rep compelling argume		nen provide a			
Is this course equiva			☐ Yes ⊠ No	Prefix, nun	nber and title:
GRADE OPTIONS: Check as many or as few options as you'd like					
Choose the default grade option. What is the defa dropdown menu for the CRN. Students who do not n will automatically be assigned to the default grade op 7813. For more details on grade options see the Acar			make a choice or do ption. Call the Curri	not make a	change in the dropdown menu e if you have questions 971-722-
70 TO: TO! MIGHT GOLDING OF STREET			Check all that		Default (Choose one)
A-F (letter grade)					
		Pass/No pass			
A	udit in cor	sultation with faculty			
Course or program for are independent of the					
covers, explores, p	resents,		Don't use the	words: coa	vive verb, i.e. introduces, wrse and/or student. Include
Focuses on specific approaches or practices appropriate for end of life care and explores a variety of strategies and activities designed to augment end of life and palliative care goals and to enhance the quality of life for the dying person and their caregivers. No Requisites.					
Addendum to cour	se descri	ption:			
GRN239 or GRN237 required for the Gerontology: End of Life Care & Support Certificate.					

Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)  Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:	es - WR I	5, RD 115 and M11 20	Placement into		
course prefix & number:			☐ Prerequisite	Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	pre/co
Course prema a number.   pre/co					☐ pre/co
LEARNING OUTCOMES:	Describe w	hat the student will be	able to do "out the	re" (in their life rol	es as worker,
family member, commu					
See course outcomes gu					outcomes.
Outcomes: (Use observable and		s who successfully cor	-		
measurable verbs)		linate with an end of li			
,		d and culturally approp nensive end of life care			
	-	ment practices and ap	•	• .	•
	•	life quality for the dyi			are goals and
Course activities and		ecture, presentations,	•		cular practices
design: (from CCOG)					
	and approaches and discussion of ways they can be adapted to diverse populations and settings.				
	• (	Case studies and pract	tical techniques o	n practices and a	pproaches
	explored in the course.				
	Capstone projects based on the practices and approaches explore in the				
	course.				
Outcomes assessment strategies:		A variety of assessments, including reflective journals, essays, skill			
(from CCOG)	demonstration, case study analysis, will be used. Students will share				
(Irom 6000)	capstone projects demonstrating ways in which the practices and approaches explored in the course could be used in a particular end of life care scenario.				
Course Content:					
Themes, Concepts,	<ol> <li>Introduction to particular practices and approaches, and overview of professional and ethical standards and practice</li> </ol>				
Issues and Skills:		ration of how particula			ent end of life
(from CCOG)	care goa		•		
		niques and strategies f	• .	-	
		ssment of the dying pe		erests, and culture	to develop
		ate and effective strate ation of particular prac	•	ches into a comp	rehensive end of
	life care		onoco ana approa	ioneo into a comp	TOTIONOU CHA OF
		ation or capstone proj	ects		
Section #2 Function of	of the new	course within an exist	ting and/or new p	rogram(s)	
New CTE courses must degree or certificate is				•	ed until the
Rationale for the new co		To provide an alterna	• • • • • • • • • • • • • • • • • • • •		Gerontology:
		End of Life Care & S		•	• •
Will this new course be p	oart of an	existing, currently approv	ed PCC certificate		
and/or degree?					

Name of certificate(s):		Gerontology and Gerontology: End of Life # credit: 44 (elective) Care & Support (required, option)			
Name of degree(s):		AAS Gerontology	# credit: 90 (elective)		
Will this new course be part of a new		w, 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 supp	ly rel	ated instruction for a certificate?	☐ Yes ☑ No		
If <b>no</b> is selected continue to If <b>yes</b> is selected complete office website, www.pcc.ed	the	Related Instruction in CTE Courses form avail	<del></del>		
Section #3 Additional Infor	matio	n for new CTF courses			
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, course be taught. Check signature and submit to the DL office) □ other (explain) The default is an on campus workshop, but hybrid and the course of			orkshop, but hybrid and		
Tropofosobility (NA/III thio		online options are possible and approved by the SAC.			
Transferability: Will this course transfer to another academic institution? Identify		PSU – BA/BS Health Studies, Aging Services Option, as elective Other OUS universities, as elective			
Impact on other Programs	and [	Departments			
Are there other degrees and/or certificates 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.					
	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 impa	ct on	another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or	N/A				

agreements that have been	
reached	
Implementation term:	
	☐ Specific term AFTER next available:
Allow 3-4 months to comple	ete 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. You may type the names, a signature is not required.					
SAC Chair (type name) Email Date					
Jan Abushakrah jabushak@pcc.edu 12/17/12					
SAC Administrative Liaison (type name) Email Date					
Loretta Goldy Igoldy@pcc.edu 12/17/12					
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# Contact and/or Credit Hour Change

Section #1 General Information					
Department	Gerontology	Submitter		lcQueen, 971-722-8270,	
		name,	ann.m	cqueen@gmail.com	
		phone,	lan Al	hushakrah 074 700 4077	
		and email	Jan Abushakrah, 971-722-4077 jabushak@pcc.edu		
Course prefix and number	GRN235	Course title	Introduction to Dementia Care		
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 C	ONTACT AND CREDIT HOURS	PROPOSEI	D CON	FACT AND CREDIT HOURS	
Lecture	20	Lecture		30	
Lecture/Lab		Lecture/Lab	)		
Lab		Lab			
Total contact hours/term	20	Total contact hours/term		30	
Total credits	2	Total credits	3	3	
Reason for change:	, ,				
	OUTCOMES: Are learning outcome t is expected there will be a change			ange. If you are adding or removing	
	f yes, then complete the learning of curriculum website	utcomes sect	ion of th	ne course revision form found on the	
IMPACT ON	DEGREE AND CERTIFICATES: A	Are there deg	rees or	certificates affected by this change?	
	f yes, then you need to complete a vebsite	degree/certif	icate ch	ange form located on the curriculum	
	contracting colleges? Are there co			ges that will impact other departments, is course as part of their program or as	

☐ Yes ☑ No	If yes, please explain	
•		with SAC Chairs from other disciplines regarding potential course duplication, impact cent overlap?
☐ Yes ⊠ No	If yes, please describe	This course is taken almost exclusively by students earning a certificate or degree in Gerontology.
Implementation term		<ul><li>☐ Next available term after approval</li><li>☑ Specific term – Fall 2013</li></ul>

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

# Contact and/or Credit Hour Change

Section #1 General Information				
Department	Gerontology	Submitter name,		lcQueen, 971-722-8270,
		phone,		
		and email		oushakrah, 971-722-4077, nak@pcc.edu
Course prefix and number	GRN236	Course title	Deme	ntia Care Practice
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			10 weeks = 30 hr/week	
CURRENT C	CONTACT AND CREDIT HOURS	PROPOSEI	CON	FACT AND CREDIT HOURS
Lecture	20	Lecture		10
Lecture/Lab		Lecture/Lab		
Lab		Lab		
Total contact hours/term	20	Total contact hours/term		10
Total credits	2	Total credits	3	1
Reason for change:  Material from this course is being shifted to GRN235, the first course in this series. This course will focus primarily on case studies and readings with fewer hours put toward projects and assignments.				
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.				
	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website			
IMPACT ON	DEGREE AND CERTIFICATES: A	Are there deg	rees or	certificates affected by this change?
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?				

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ⊠ No	If yes, please describe	This course is taken exclusively by gerontology majors, so changes will not affect other SACs.
Implementation term		<ul><li></li></ul>

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

#### 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		Sei	
⊠ title			
prerequisites and co-requisites			
Grade option change			

Save this document as the course prefix and number

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

Section #1 General Information			
CAS/OS	Submitter name Phone Email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu	
CAS106	Proposed prefix and number		
Introduction to X/HTML	Proposed title (60 characters max)	Introduction to HTML	
1	Proposed transcript title (30 characters max)	Introduction to HTML	
Changing XHTML to HTML to reflect current technology.			
	CAS/OS  CAS106  Introduction to X/HTML	CAS/OS  Submitter name Phone Email  CAS 106  Proposed prefix and number  Introduction to X/HTML  Proposed title (60 characters max)  Proposed transcript title (30 characters max)	

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces basic concepts of creating simple we pages with X/HTML. Develops knowledge of working with X/HTML tags using a text editor, and file transfer protocol (FTP) using an FTP	pages with HTML. Develops knowledge of working with HTML tags using a text editor, and file transfer protocol (FTP) using an FTP
application. Recommended: Placement into RD 115 and WR 115; CAS 103 or CAS 133 or	application. Recommended: Placement into RD 115 and WR 115; CAS 103 or CAS 133 or

equivalent file management experience. Note: Students pursuing a web certificate or degree should take CAS 206 or CAS 111D instead. Audit available.		equivalent file management experience. Note: Students pursuing a web certificate or degree should take CAS 206 or CAS 111D instead. Audit available.		
Reason for change	Changing XHTML to HTML to reflect current technology.			
worker, fam are recomm	illy member, community citizen, global c	nt will be able to do "out there" (in their life roles as sitizen or lifelong learners), One to six outcomes elines on the curriculum webpage for more		
	Current learning outcomes	New learning outcomes		
	information for all course revisions)			
Upon succe student will	essful completion of this course, be able to:	Upon successful completion of this course, student will be able to:		
1. Use knowledge of X/HTML code and an HTML editor to create a simple personal and/or business website following current professional and/or industry standards.		Use knowledge of HTML code and an HTML editor to create a simple personal and/or business website following current professional and/or industry standards.		
2. Use a state to a web se	and-alone FTP program to upload files rver.	2. Use a stand-alone FTP program to upload files to a web server.		
Reason for change	Changing XHTML to HTML to reflect current technology			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: .				
prefix & nur	mber:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
prefix & number:				
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	
<u> </u>		<del>-</del>	<u> </u>	1	
	I for related instruction? Ple ated instruction templates.	ase confirm this by revie	wing		
communication, correquires you to sub	If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and				
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	ouses, such as academ	ic programs that		
	tails, who was contacted and		ograins :		
☐ Yes ⊠ No					
Implementation term	ntation 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				he timeline	
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
SAC Ch	nair (type name)	Email Date		Date	
Diane Shingledeck	ker	dshingle@pcc.edu			
SAC Administra	tive Liaison (type name)	Email		Date	
Laura Horani					
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum $-$ DC $-$ 4 th floor.					

#### **Course Revision**

What do you want to change?  Check all that apply- double click on the check box which opens the task window	Save this documer number
<ul><li>☐ course number</li><li>☐ title</li></ul>	Send completed fo curriculum@po
<ul> <li>☑ description (include requisites)</li> <li>☐ outcomes</li> <li>☐ prerequisites and co-requisites</li> <li>Grade option change</li> </ul>	

nt as the course prefix and

rm electronically to cc.edu

Section #1 G	Section #1 General Information			
Department	CAS/OS	Submitter name Phone Email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu	
Current prefix and number	CAS111d	Proposed prefix and number		
Current course title	Beginning Website: Dreamweaver	Proposed title (60 characters max)		
# Credits	3	Proposed transcript title (30 characters max)		
Reason for title change	No change			

Current Description	Proposed Description	
(required information for all course revisions.	(include requisites)	
Include requisites)		
Introduces basic elements of website creation	Introduces basic elements of website creation	
using Adobe Dreamweaver. Includes web	using Adobe Dreamweaver. Includes web	
terminology, basic X/HTML, uploading pages to a	terminology, basic HTML, uploading pages to a	
server (FTP), site management, tables, layout,	server (FTP), site management, tables, layout,	
stylesheets (CSS), rollovers, optimizing graphics,	stylesheets (CSS), rollovers, optimizing graphics,	
and accessibility. Recommended: CAS 133 or	and accessibility. Recommended: CAS 133 or	
equivalent file management and word processing	equivalent file management and word processing	

experience; Audit availa	placement into RD 115 and WR 115. ble.	experience; placement into RD 115 and WR 115. Audit available.		
Reason for change	Changing XHTML to HTML to reflect current technology.			
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles worker, family member, community citizen, global citizen or lifelong learners), One to six outcome are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.				
	Current learning outcomes	New learning outcomes		
	information for all course revisions)	Linear currential completion of this course		
student will	ssful completion of this course, be able to:	Upon successful completion of this course, student will be able to:		
Use Adobe Dreamweaver to create personal and/or business websites following current professional and/or industry standards.		Use Adobe Dreamweaver to create personal and/or business websites following current professional and/or industry standards.		
2. Use critical thinking skills to design and create a basic, multi-page website.		2. Use critical thinking skills to design and create a basic, multi-page website.		
	be Dreamweaver and a stand-alone m to upload files to a web server.	3. Use Adobe Dreamweaver and a stand-alone FTP program to upload files to a web server.		
Be prepared to pursue future courses in website development and design.		Be prepared to pursue future courses in website development and design.		
Reason for change	No Changes			
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				
☐ Placeme	ent into: .			
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area				

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into: .						
prefix & number:						
prefix & number:	☐ Prerequisite ☐ Co	orequisite  pre/con				
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease confirm this by reviewing	yes – changes do not impact related instruction  no				
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human re requires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	lations and 2) the hours of stude CTE course form at the same tire	ent learning. Then this ne as you submit this				
IMPACT ON OTHER DEPARTMENTS AND O that may impact other departments or camp this course for their program or as a prerect	puses, such as academic prog	grams that require				
Please provide details, who was contacted and	d the resolution.					
☐ Yes ☑ No						
Implementation	after approval ER the next available term)					
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu	ocess before scheduling the cou	rse. See the timeline				
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name) Email Date						
Diane Shingledecker dshingle@pcc.edu						
SAC Administrative Liaison (type name) Email Date						
Laura Horani						
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.						

#### **Course Revision**

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	seneral Information			
Department	CAS/OS	Submitter name Phone Email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu	
Current prefix and number	CAS206	Proposed prefix and number		
Current course title	Principles of XHTML	Proposed title (60 characters max)	Principles of HTML	
# Credits	4	Proposed transcript title (30 characters max)	Principles of HTML	
Reason for title change	Changing XHTML to HTML to reflect current technology.			

TICE GOO THE WOLGE. COGLEGE GLIGATEL STEELERS	
Current Description	Proposed Description
(required information for all course revisions.	(include requisites)
Include requisites)	
Introduces X/HTML using an HTML editor.	Introduces HTML using an HTML editor.
Includes web terminology, basic X/HTML,	Includes web terminology, HTML5, uploading
uploading pages to a server (FTP), site	pages to a server (FTP), site management,
management, links, lists, tables, forms, working	links, lists, tables, forms, working with web
with web graphics, accessibility, and introduction	graphics, accessibility, and introduction to
to stylesheets (CSS). Includes creating a multi-	stylesheets (CSS). Includes creating a multi-
page website using these technologies.	page website using these technologies.

Recommended: CAS 133 or equivalent file management and word processing experience; placement into RD 115 and WR 115. Audit available.		Recommended: CAS 133 or equivalent file management and word processing experience; placement into RD 115 and WR 115. Audit available.
Reason for change	Changing XHTML to HTML to reflect current technology. Changing "basic HT "HTML5" to reflect current technology.	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). One to six outcomes are recommended See the course outcomes quidelines on the curriculum webpage for more guidance on writing good outcomes. Current learning outcomes New learning outcomes (required information for all course revisions) Upon successful completion of this course, Upon successful completion of this course. student will be able to: student will be able to: 1. Use knowledge of X/HTML code and an HTML 1. Use knowledge of HTML code and an HTML editor to create personal and/or business editor to create personal and/or business websites following current professional and/or websites following current professional and/or industry standards. industry standards. 2. Use critical thinking skills to design and create 2. Use critical thinking skills to design and create websites. websites. 3. Use a stand-alone FTP program to upload files 3. Use a stand-alone FTP program to upload files to a web server. to a web server. 4. Be prepared to pursue future courses in 4. Be prepared to pursue future courses in website development and design. website development and design. Reason Changing XHTML to HTML to reflect current technology for

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, core	quisites and cond	current					
If you are NOT changing prerequisites or o	o-requisites DO N	OTHING in this ar	ea				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores							
Placement into: .							
prefix & number:							
prefix & number:							

change

Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area							
Standard prerequisites - WR 115, RD 115							
Placement into:							
prefix & number:	prefix & number:						
prefix & number:		Prerequisite	Со	requisite	☐ pre/con		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.    Solution   Sol							
communication, computation and/or human re requires you to submit a related instruction in	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						
IMPACT ON OTHER DEPARTMENTS AND Of that may impact other departments or came this course for their program or as a prerection.	puses,	such as academ	ic prog	rams that			
Please provide details, who was contacted and	d the re	esolution.					
Yes  No							
Implementation term       ⊠       Next available term         □       Specify term (if AFT)		•	m)				
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu	ocess b			se. See tl	he timeline		
Section # 2 Department Review							
This proposal has been reviewed at the SAC	level an		bmissio				
SAC Chair (type name)		Email			Date		
Diane Shingledecker	dshin	gle@pcc.edu					
SAC Administrative Liaison (type name)		Email		Г	Date		
Laura Horani							
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#### **Course Revision**

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	Section #1 General Information					
Department	CAS/OS	Submitter name Phone Email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu			
Current prefix and number	CAS215	Proposed prefix and number				
Current course title	CSS and Dynamic HTML	Proposed title (60 characters max)	Cascading Style Sheets – CSS			
# Credits	4	Proposed transcript title (30 characters max)	Cascading Style Sheets - CSS			
Reason for title change	, i i i i i i i i i i i i i i i i i i i					

Tiet and the Worlds. Course and or stadent. Hierard	
Current Description	Proposed Description
(required information for all course revisions.	(include requisites)
Include requisites)	
Introduces complex Cascading Style Sheets	Introduces complex Cascading Style Sheets
(CSS) that format web pages according to	(CSS) that format web pages according to
industry and accessibility standards, work in	industry and accessibility standards, work in
multiple browsers, and separate content from	multiple browsers, and separate content from
presentation. Includes creating stunning,	presentation. Includes creating stunning,
interactive websites using CSS and Dynamic	interactive websites using CSS and CSS3.
HTML. Recommended: CAS 206, CAS 111D or	Recommended: CAS 206, CAS 111D or

	uivalent HTML coding skills; placement into equivalent HTML coding skills; placement into RE 115 and WR 115. Audit available.					
Reason for change In the description, we are replacing "Dynamic HTML" with CSS3. CSS3 is the latest technology and needs to be reflected in the description.						
worker, fami are recomm	ily member, community citizen, global c	nt will be able to do "out there" (in their life roles as sitizen or lifelong learners), One to six outcomes elines on the curriculum webpage for more				
(	Current learning outcomes	New learning outcomes				
(required	information for all course revisions)	·				
	ssful completion of this course,	Upon successful completion of this course, student will be able to:				
to create co	<ol> <li>Use Adobe Dreamweaver and/or HTML editor to create complex style sheets following current accessibility, professional and/or industry standards.</li> <li>Use Adobe Dreamweaver and/or HTML editor to create complex style sheets following current accessibility, professional and/or industry standards.</li> </ol>					
<ul><li>2. Use critical thinking skills to create and apply complex CSS to enhance the format and style of a website.</li><li>2. Use critical thinking skills to create and apply complex CSS to enhance the format and style of a website.</li></ul>						
Reason for change	No changes are being made to the out	comes				
prerequisites	WR 115, RD 115, and MTH 20 or equivalents to set the RD, WR and/or MTH prerequ	or the Gen Ed list, it will have, as a default the following ent placement test scores uisites at a lower level, you will need to use the				
	Current prerequisites, co	requisites and concurrent				
lf	you are <b>NOT</b> changing prerequisites or	co-requisites <b>DO NOTHING</b> in this area				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into: .						
prefix & number:						
prefix & num	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
	Proposed prerequisites, co	prequisites and concurrent				
lf		co-requisites <b>DO NOTHING</b> in this area				
	Standard prerequisites - WR 115_RD 115 and MTH 20 or equivalent placement test scores					

☐ Placement into: .						
prefix & number:					☐ pre/con	
prefix & number:			Prerequisite	☐ Core	☐ Corequisite ☐ pre/c	
		II.		ı		l
	I for related instruction? Ple lated instruction templates.	ease co	nfirm this by revie	wing	☐ ye	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerec	puses,	such as academ	ic progr	ams that	
Please provide det	tails, who was contacted and	d the re	solution.			
☐ Yes ⊠ No						
Implementation term	Next available term a Specify term (if AFT)	•	•	m)		
	to complete the approval protails. www.pcc.edu/curriculu	ocess b			se. See tl	ne timeline
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name) Email					Date	
Diane Shingledecker dshingle@pcc.edu						
SAC Administrative Liaison (type name)			Email			Date
Laura Horani						
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## New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information						
Department:	Veterinary Technology		Submitter name	Brad Krohn; 971-722-7461		
			phone and email	brad.krohn@pcc.edu		
Prefix and Course Number:	VT104		Credits:	2		
Course Title: (60 characters max)	Facility Ward Care		Transcript Title (30 characters max)	Veterinary Ward Care		
Can this course be	⊠ No	How many	Contact hours:	Lecture: 20		
repeated?	☐ Yes	times?	PER	Lec/lab:		
PCC default is 0 repeats			QUARTER	Lab:		
If the course is repeatable then provide a compelling argument.						
Is this course equivalent to another? They must			Yes	Prefix, number and title:		
have the same description, outcomes and credit.			⊠ No			
		many or as few optio	•	he the entire	on listed at the ten of the	
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.						
70 To. To more detaile on grade optione doe the 7th			Check all that		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, continues improves Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)						
Introduces principles of daily animal husbandry, socialization, enrichment, and clinical care of animal species housed on campus in program facilities. Explores teamwork, communication, veterinary technical skills, and principles of professionalism encountered in the daily operations of a multispecies veterinary facility. Prerequisites: BI 112, CH100						
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: CH100		☐ Corequisite	☐ pre/co	
course prefix & number: BI112	□ 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. Communicate (written and orally) in a professional manor while working as Outcomes: (Use an effective member of a healthcare team observable and measurable verbs) Behave with the professionalism and accountability required of practicing veterinary technicians Monitor, assess, document, and report relevant animal care information to colleagues, faculty, and staff Demonstrate entry-level skills in the delivery of proper husbandry, preventive care, medical diagnostics and treatments, enrichment and facility management This course will meet for 2 hours of lecture per week. Lecture and Course activities and design: (from CCOG) discussion topics will focus on the fundamentals of animal care for college-owned animals as well as the interpersonal skills and professional development expected of veterinary technicians working in a a cooperative team approach. AVMA-approved check-off sheets that consist of standardized criteria for Outcomes assessment assessing the completion of technical as well as interpersonal skills strategies: expected of an entry-level veterinary technician (from CCOG) Graduate performance on the "Nursing" sub-section of the National Veterinary Technician's Examination Written examinations, quizzes, and participation in class discussions These outcomes will be routinely assessed and used to drive relevant changes in the curriculum Program policies and procedures for animal/patient care Course Content: Themes, Concepts, Documentation/medical record keeping Issues and Skills: Facility management (from CCOG) Teamwork Communication Conflict resolution Self-reflection Accountability Professionalism Safety

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 appro-	oved. Please answer below, as appropriate.			
Rationale for the new course.	Provides a structured introduction to the technical and interpersonal skills required of veterinary technicians in the delivery of basic animal care and veterinary facility management. This structure will enhance the delivery of educational objectives and professional development of students.			
Will this new course be part of a and/or degree?	an existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):		# credit:		
Name of degree(s):	A.A.S. Veterinary Technology	# credit: 100		
Will this new course be part of a	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:	Required.			
Is this course used to supply	☐ Yes ⋈ No			
If <b>no</b> is selected continue to part three.  If <b>yes</b> is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.				
Section #3 Additional Information	ation for new CTE courses			
How or where will the	<ul> <li>         □ on campus □ hybrid □ on-line (complete DL Modality form, obtain signature and submit to the DL office) □ other (explain)     </li> </ul>			
Transferability: Will this course transfer to another academic institution? Identify	s, but only to another AVMA-accredited veterinary technology program.			
Impact on other Programs and Departments				
	No.			
existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.  C chairs who may be impacted by this course suc	ch as content overlap.		

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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. You may type the names, a signature is not required.					
SAC Chair (type name)	Email	Date			
Brad Krohn	brad.krohn@pcc.edu	12-12-12			
SAC Administrative Liaison (type name)	Email	Date			
Betsy Julian	betsy.julian@pcc.edu	10-12-12			
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