

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, Req

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Tyler Phillis 7204 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)	Proposed Description (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.	

Prerequisites: RD 80 or equivalent placement test score and MTH 20 or equivalent placement test score or successful completion of the Diesel Service 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 (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance. • Develop skill to be able to competently troubleshoot, evaluate and repair diesel fuel injection systems. 	<ul style="list-style-type: none"> • Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance. • Competently troubleshoot, evaluate and repair diesel 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 for change	Improvement of second outcome and addition of last four.

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

none

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair	Email	Date
Tyler Phillis	tyler.phillis@pcc.edu	12/14/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@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
- ☒ description (include requisites)
- ☐ outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Tyler Phillis 7204 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 (required information for all course revisions. Include requisites)	Proposed Description (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 placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.	completion of the Diesel Service Technology Math Entrance Exam. Audit available. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	Changes made to first paragraph of description to reflect actual course content and 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 (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply knowledge of diesel engine diagnostic tune up. • Analyze and diagnose diesel engines support systems. • Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. • Apply personal safety by using protective gear and safe procedures in all work areas. 	<ul style="list-style-type: none"> • Apply knowledge of diesel engine diagnostic tune up. • Analyze and diagnose diesel engines support systems. • Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. • Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	No changes to 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Fall 2012

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

Section # 2 Department Review

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

SAC Chair		Date
Tyler Phillis	tyler.phillis@pcc.edu	12/14/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	

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Contact and/or Credit Hour Change

Section #1 General Information

Department	Diesel Service Technology	Submitter name, phone, and email	Tyler Phillis, 971-722-7204, tyler.phillis@pcc.edu
Course prefix and number	DS106	Course title	PMI/Detroit Diesel Electronic Contr

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	0	Lecture	0
Lecture/Lab	3	Lecture/Lab	4
Lab	0	Lab	0
Total contact hours/term	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.		

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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Advanced Interiors Creative problems in interior design intended to develop an analytical approach to interiors. Based upon individual projects and includes advanced presentation skills. Prerequisites: ID 121, 123, 132, 133, 138; ARCH 101, 111, 124, 127. Prerequisite/concurrent: ID 135.	This course is designed as a capstone experience to prepare the student if interior design to transition to the interior design field. It is taken at the end of the program prior to graduation. Students develop an individual, self-lead project from complete design schematics to presentation for a real client/ remodel. Prerequisites (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.	133, ID 138, ID 230, ARCH 111, ARCH 121, ARCH 127. Co-requisites: ID 135, ID 236
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
<p>On completion of this course the student should be able to:</p> <ol style="list-style-type: none"> 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. 3. Develop design solutions that <ol style="list-style-type: none"> 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, 	NO CHANGE

axonometrics, and perspectives; c. apply concepts of effective lighting design; and d. apply business principles related to budget, and pricing of design services. 4. Develop design solutions that demonstrate understanding of space and furniture planning concepts, and universal design where applicable.	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
ID 121	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 123	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 132	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 133	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 135	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	■ pre/con
ID 138	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ARCH 101	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ARCH 111	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ARCH 124	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ARCH 127	■ Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
ID 120	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 123	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 132	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 133	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 135	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
ID 138	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 230	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ID 236	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
ARCH 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ARCH 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
ARCH 127	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Elizabeth Metcalf was consulted regarding the removal of ARCH 101, Architectural Graphics from the list of prerequisite courses. ARCH 101 was removed from a required course for the AAS degree two years ago with Elizabeth Metcalf's consideration as well.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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

Amanda Ferroggiaro		
SAC Administrative Liaison (type name)	Email	Date
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	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.		

Addendum to Course Description:	
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General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
None – please explain	

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> Engage in, and/or appreciate different forms of creative and artistic expression, connecting personal responses to a broader context. Explain how personal and formal factors shape one’s own responses to various forms of art. Formulate and articulate ideas through writing and discussion. Identify and acknowledge cultural perspectives and values different from their own.
Course activities and design: (from CCOG)	Review and summarize key points from assigned readings, documentaries and live events Written exams Questionnaires Class discussion and debate
Outcomes assessment strategies:	Questionnaires Written exams Written reviews/critiques Creative project
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Explore the four elements of Hip Hop Examine how Hip Hop has evolved over time Identify subcultures of Hip Hop Evaluate the relationship between Hip Hop and popular media Provide arguments to support opinions regarding certain forms of artistic expression 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 Transferability

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

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

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

Which OUS school will the course transfer to? List all	* 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 Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses

Section 10 - Additional information for non DL courses		
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

no

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

n/a

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

n/a

Implementation term:

☐ Next available term after approval
☒ Specify term AFTER the 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 been reviewed at the SAC level and approved for submission.

SAC Chair (type name)

Email

Heidi Dyer

Heidi.diaz@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.

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 title change	Changing course number to permanent number. Course has been offered 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Each of Dr. Covey's 7 Habits is rich in life-helpful ideas. This class explains how to apply them to your day. Practical tips on stress control, conflict resolution, time management and communication are discussed. Audit available.	Examines a comprehensive approach for increasing personal and professional effectiveness in leadership roles. Explores time tested strategies for principle based decision making, managing priorities, and building resilient relationships.

Reason for change	Updating language as part of Program Review analysis.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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.
Reason for change	Updating language to describe what students will be able to do “out there,” rather than in class.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input type="checkbox"/> Next available term after approval Spring 2013 <input checked="" type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Designed for parents and their children between the walking stage and two and one-half years of age. Parents observe and participate with their children in developmentally designed activities. In addition, they participate in a parent seminar focusing on parenting topics and	Designed for parents and their children between the walking stage and 2 ½ years of age. Parents observe and participate with their children in developmentally designed activities. In addition, they participate in a parent seminar focusing on parenting topics and needs. Audit available.

needs. Audit available.	
Reason for change	"two and one-half" changed to 2 ½ to consolidate characters; changed number from HEC 9421 to HEC 156.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Students will gain understanding of the growth and developmental stages of toddlers and rate this information to their own children. 2. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 3. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 	<ol style="list-style-type: none"> 1. Students will gain understanding of the growth and developmental stages of toddlers and rate this information to their own children. 2. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 3. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline.
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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	jennifer.piper1@pcc.edu	10/26/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
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<p>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.</p>	<p>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.</p>
Reason for change	Clarification of course and updating terminology.

<p>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 <u>writing good outcomes</u>.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion students should be able to:</p> <ul style="list-style-type: none"> ? 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 	<p>Upon successful completion students should be able to:</p> <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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, techniques 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			
<input type="checkbox"/> 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.			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
X <input type="checkbox"/> Placement into: Please see course description explanation.			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by	<input type="checkbox"/> yes
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reviewing the inventory of <u>related instruction templates</u> .	<input type="checkbox"/> x no
<p>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.</p>	

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

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	
<p>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.</p>		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
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 Photo II (Darkroom)
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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores advanced darkroom photographic techniques. Develops 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 intermediate-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 second course of a three-course sequence for second year darkroom photography. Prerequisite: One term of ART143 or ART143A or instructor permission.
Addendum to Course Description:	The goal of this intermediate-advanced class is for students to achieve a high technical and conceptual level of ability, from which they could begin to 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' intermediate technical knowledge, graphic principles, exposure to the history of the medium, and the 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 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.

☐ Placement into:

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

<p>Learning Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion students should be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Course activities and design: (from CCOG)</p>	<ul style="list-style-type: none"> • 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.
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Prepare portfolios for professional presentation.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> • 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) <p>SKILLS AND METHODOLOGIES</p> <p><u>Advanced exposure techniques:</u> □ 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.</p> <p><u>Advanced B/W printing methods:</u> □ 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.</p> <p><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. □ □</p> <p><u>Developing Visual Literacy:</u> □ 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.</p>

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).
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Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <u>Transferability Status</u> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <u>General Education</u> form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
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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.	
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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
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Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available summer 2013
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

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

SAC Chair (type name)	Email
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Elizabeth Bilyeu	<u>ebilyeu@pcc.edu</u>
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.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
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 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	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.
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General Education/Discipline Studies Standard Prerequisite Approval

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

☐ 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.

☐ Placement into:

course prefix & number:

☐
Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

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.

<p>Course activities and design: (from CCOG)</p>	<ul style="list-style-type: none"> • 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.
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> • 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) <p>SKILLS AND METHODOLOGIES</p> <p><u>Advanced exposure techniques:</u> □ 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.</p> <p><u>Advanced B/W printing methods:</u> □ 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.</p> <p><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. □□</p>

	<u>Developing Visual Literacy:</u> <input type="checkbox"/> 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 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <u>Transferability Status</u> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <u>General Education</u> form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses

Section 10 - Additional information for: <u>22-0-00400</u>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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 been 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
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.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	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 I - Carolingian and Uncial Alphabets
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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	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:	
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General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Students will endeavor to do the following:</p> <ul style="list-style-type: none"> • 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.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. 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.

<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> 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. <p>Competencies and Skills:</p> <ol style="list-style-type: none"> 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).
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Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
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 Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

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

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

Implementation term:

- ☐ Next available term after approval
☐ Specify term AFTER the next available

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

Section # 4 Department Review

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

SAC Chair (type name)

Email

SAC Administrative Liaison (type name)

Email

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

Portland Community College

New Course
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	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 I - Carolingian and Uncial Alphabets
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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	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:	
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General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Students will endeavor to do the following:</p> <ul style="list-style-type: none"> • 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.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. 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.

<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> 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. <p>Competencies and Skills:</p> <ol style="list-style-type: none"> 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).
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Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
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 Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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)	Proposed Description (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 Math test with 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Inspect and make independent airworthiness judgments of an aircraft powerplant based on the research of applicable airworthiness requirements and powerplant manufacturer’s recommendations. 2. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 3. Inspect, troubleshoot and repair powerplant lubrication systems, cooling systems, exhaust systems, fire protection systems and powerplant parameter sensing system devices 	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Department Math test with a 70% or higher.			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Angela Batchelor 971-722-8017 angela.batchelor@pcc.edu
Course Prefix and Number:	ART 218B	# Credits:	2
Course Title: (60 characters max)	Lettering Calligraphy I	Transcript Title (30 characters max)	Calligraphy I – Italic Alphabet
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 40 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	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 Italic alphabet. ART218A, ART218B and ART218C may be taken in any order.		

Addendum to Course Description:	
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General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Students will endeavor to do the following:</p> <ul style="list-style-type: none"> • 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 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.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1) Create works of calligraphy that concentrate on the Italic alphabet (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. 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:	<ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> 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. <p>Competencies and Skills:</p> <ol style="list-style-type: none"> 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 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Southern Oregon University Western Oregon University Portland State University Oregon State University University of Oregon
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	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 I - Carolingian and Uncial Alphabets
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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	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:	
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General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Students will endeavor to do the following:</p> <ul style="list-style-type: none"> • 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.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. 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.

<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> 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. <p>Competencies and Skills:</p> <ol style="list-style-type: none"> 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).
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Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
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 Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

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

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

Implementation term:

- ☐ Next available term after approval
☐ Specify term AFTER the next available

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

Section # 4 Department Review

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

SAC Chair (type name)

Email

SAC Administrative Liaison (type name)

Email

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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.

on a commercial basis. Work involves problem-solving activities the professional calligrapher is likely to encounter on the job. May be taken three times for credit.	Completion 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.
Reason for change	Consistency and clarity in course sequence.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<ul style="list-style-type: none"> * experience an enhanced visual awareness of calligraphy as a fine and graphic art. * evaluate critically, appreciate, assess and respect hand-written letters. * recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed. * apply calligraphic skill and knowledge of design and reproduction methods to a variety of commercial applications. * create personally significant works of calligraphy. 	<ul style="list-style-type: none"> * Use a beginning 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 a beginning advanced level of skill.
Reason for change	Relativity to other art classes with updated 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: ART218	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.			

<input type="checkbox"/> Placement into:			
prefix & number: ART218A	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ART218B & ART218C	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	
Course Prefix and Number:	ART 220B	# Credits:	2
Course Title: (60 characters max)	Advanced Calligraphy	Transcript Title (30 characters max)	Advanced Calligraphy
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 40 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores the calligraphic scripts studied in the ART 218 sequence and refines the forms. Covers complex layout and design issues. Promotes intermediate 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. Completion 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:	

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 - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

* 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 design:
(from CCOG)

- 1) 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.
- 2) Generate ideas/concepts with an awareness of the intended content of the work produced.
- 3) Demonstrate technical proficiency in current skill set.
- 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions.
- 5) Assess and self-critique personal work to strategize creative solutions.
- 6) Develop a personal body of work with an awareness of historical and contemporary artists working in calligraphy.

<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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. <p>• Create an original work incorporating advanced calligraphy and present an oral presentation that includes a description of the process involved in making the work.</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> • 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. <p>Competencies and Skills:</p> <ul style="list-style-type: none"> • 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...).

	<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 1. • 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 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence previously completed

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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 been 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
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.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	
Course Prefix and Number:	ART 220C	# Credits:	2
Course Title: (60 characters max)	Advanced Calligraphy	Transcript Title (30 characters max)	Advanced Calligraphy
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 40 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues the calligraphic scripts studied in the ART 218 sequence and refines the forms. Covers complex layout and design issues. Improves 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. Completion 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:	

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 - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

- * Use an 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 advanced level of skill.

Course activities and design:
(from CCOG)

- 1) 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.
- 2) Generate ideas/concepts with an awareness of the intended content of the work produced.
- 3) Demonstrate technical proficiency in current skill set.
- 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions.
- 5) Assess and self-critique personal work to strategize creative solutions.
- 6) Develop a personal body of 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).

	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> • 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. <p>Competencies and Skills:</p> <ul style="list-style-type: none"> • 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

	<p>writing tools and culture.</p> <ul style="list-style-type: none"> • 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 Transferability	
<p>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.</p> <ol style="list-style-type: none"> 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? <p>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.</p>	
Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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 been 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	
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.		

Portland Community College

Course Revision

What do you want to change?

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

x ☐ course numberx ☐ titlex ☒ description☐ prerequisites and co-requisitesx ☒ outcomesGrade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Current prefix and number	Art 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
A studio experience exploring basic and more advanced watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to become more visually literate. A conceptual framework for critical analysis is presented along	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

<p>with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission.</p> <p>Addendum to Course Description</p> <p>The course includes lectures, demonstrations, slides, video/film and field trips.</p> <p>At least a term of Watercolor I, Art 284 with a grade of "C" or better or instructor's permission required to enroll.</p> <p>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.</p> <p>College level reading comprehension is necessary.</p> <p>Art 287 fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.</p>	<p>284C or instructor permission.. May be taken 1 time for credit.</p>
Reason for change	<p>Update.</p> <p>Allows for further study under new number.</p>

<p>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 <u>writing good outcomes</u>.</p>	
Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Solve more complex problems using additional strategies for expressing visual 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 processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical

<p>4. To become aware of issues that are relevant to the artist working in the watercolor medium.</p> <p>5. Experience the connection between seeing the subject and watching how paint and brush work on paper.</p> <p>6. Learn to move water and paint on stretched watercolor paper.</p> <p>7. Become sensitive to the way art helps us understand ourselves and our world.</p> <p>8. Trust and develop intuitive consciousness through watercolor painting.</p>	<p>issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline.</p> <p>4. Understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience.</p> <p>5. Enjoy a more 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.</p> <p>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.</p>
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Reason for change	Update. Allows for further study under new number.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

Current prerequisites, corequisites and concurrent

☐ 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent

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

x☐ Placement into: . Please see course description explanation.

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive <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 details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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 Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	7 th Nov 2012

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 287 B	# Credits:	3
Course Title: (60 characters max)	Water Media II B	Transcript Title (30 characters max)	Water Media 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: 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X <input type="checkbox"/>	X <input type="checkbox"/>	
Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	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:	<ul style="list-style-type: none"> • 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 <input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: Please see course description explanation.	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

<p>Learning Outcomes: (Use observable and measurable verbs)</p>	<ol style="list-style-type: none"> 1. Solve more complex problems using additional strategies for expressing visual 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 processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting 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 more 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.
<p>Course activities and design: (from CCOG)</p>	<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 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 contemporary artists working in water media.
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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.
<p>Course Content: Themes, Concepts, Issues and</p>	<ol style="list-style-type: none"> 1. Solve more complex problems using additional strategies for expressing visual 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 processes, materials, and techniques associated with.

Skills: (from CCOG)	<ol style="list-style-type: none"> 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor 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 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.
Reason for the new course	<p>Clarification of course and updating.</p> <p>Course is second of three sections of courses ART 287 A, B, C.</p> <p>Allows for further study under new number.</p>

Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Already approved for Gen Ed.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <u>Transferability Status</u> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <u>General Education</u> form <input type="checkbox"/> No
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Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
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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.	
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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	
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reached.	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been 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
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.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 287 C	# Credits:	3
Course Title: (60 characters max)	Water Media II C	Transcript Title (30 characters max)	Water Media II C
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: 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X <input type="checkbox"/>	X <input type="checkbox"/>	
Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	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:	<ul style="list-style-type: none"> • 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/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 <input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: Please see course description explanation.	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

<p>Learning Outcomes: (Use observable and measurable verbs)</p>	<ol style="list-style-type: none"> 1. Solve more complex problems using additional strategies for expressing visual 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 processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor 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 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.
<p>Course activities and design: (from CCOG)</p>	<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 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.
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • 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 to further understand personal work with an awareness of historical and contemporary artists working in water media.
<p>Course Content: Themes, Concepts, Issues and</p>	<ol style="list-style-type: none"> 1. Solve more complex problems using additional strategies for expressing visual 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 processes, materials, and techniques associated with.

Skills: (from CCOG)	<ol style="list-style-type: none"> 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor 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 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.
Reason for the new course	<p>Clarification of course and updating.</p> <p>Course is three of three sections of courses ART 284 A, B, C).</p> <p>Allows for further study under new number.</p>

Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Already approved for Gen Ed.
How does it transfer Check all that apply	x <input type="checkbox"/> required or support for major x <input type="checkbox"/> general education distribution requirement x <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <u>Transferability Status</u> form <input type="checkbox"/> E-mail correspondence with receiving institution x <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <u>General Education</u> form <input type="checkbox"/> No
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Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# 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.	
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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	
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reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been 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
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.	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Diesel Service Technology	Submitter name, phone, and email	Tyler Phillis, 971-722-7204, tyler.phillis@pcc.edu
Course prefix and number	DS206	Course title	Medium/Heavy Duty Brakes, Suspension and Steering Systems

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	0	Lecture	0
Lecture/Lab	9	Lecture/Lab	8
Lab	0	Lab	0
Total contact hours/term	180	Total contact hours/term	160
Total credits	9	Total credits	8
Reason for change:	To accommodate the adjustment of credits hours in DS106 (from 3 to 4 credits).		

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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Sign Language Interpretation	Submitter name Phone Email	Xenia Woods, 971-722-8112 Xenia.woods@pcc.edu
Current prefix and number	ASL 240	Proposed prefix 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	To clarify the course topic and differentiate it from the Deaf Studies certificate program		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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 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	

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
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 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. 	
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term): 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
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Sign Language Interpretation	Submitter name Phone Email	Xenia Woods, 971-722-8112 Xenia.woods@pcc.edu
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	To clarify the course topic and differentiate it from the Deaf Studies certificate program		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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 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	

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
<p>Upon completion of this course, students will be able to:</p> <p>Students discuss and understand the different perspectives from Deaf people with variety of backgrounds, language, communication modes, from young to old, gender, and ethnic.</p> <p>Students will learn to appreciate and respect the values, social customs and cultural aspects of Deaf people in depth.</p> <p>Throughout the course the students will also learn to identify their own values, social customs and various cultural aspects and how they differ from other culture's values, social customs, and various cultural aspects within America and other countries in the world.</p> <p>Students will explore the variety of literature and folklore as presented by various Deaf people in theatre, storytelling and cultural arts. The importance of preserving the literature and folklore work to represent the Deaf people's cultural, language and experiences will be analyzed and discussed in depth.</p> <p>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 hearing worlds.</p> <p>Students will explore the diversity of Deaf people within their own cultural and its differences and similarities between many other minorities' cultures.</p>	<p>Upon completion of this course, students will be able to:</p> <p>Interact in a way that respects the values, social customs and cultural aspects of Deaf people.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Apply cultural understandings learned in class effectively in authentic interactions with native signers.</p>
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes
☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term

☐ Next available term after approval

☒ Specify term (if AFTER the next available term): 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
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (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: 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 guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Describe the current evaluation and certification process(es) of the Registry of Interpreters for the Deaf and the National Association of the Deaf Describe what is needed to run a freelance interpreting business Demonstrate appropriate behavior in accepting interpreting assignments as an independent contractor Demonstrate a basic ability to interpret for Deaf/Blind people, for those who prefer to communicate orally, and those who do not have a complete language base in ASL or English Describe typical settings in each of the areas above, and outline issues which may arise in each. 	<p>Apply knowledge of appropriate placement of interpreters in work settings based on skills and qualifications</p> <p>Use an understanding of unique interpreting settings and apply appropriate practices for each setting</p> <p>Apply knowledge of needs of unique deaf populations to work effectively in community and post-secondary settings</p> <p>Follow standard practices (published by the Registry of Interpreters for the Deaf) in freelance and volunteer environments</p>
Reason for change	Changes in national interpreter education standards Redistribution of program credits

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

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: ITP 260	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term): 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
David Stout	dstout@pcc.edu	

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 180	Course title	Field Experience

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10	Lecture	20
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	1	Total credits	2
Reason for change:	The work required is not reflected in one credit		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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.

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 211	Course title	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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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.

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 212	Course title	American 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 CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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.

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 231	Course title	ASL Linguistics II

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	20	Lecture	30
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	2	Total credits	3
Reason for change:	Updated curriculum has new materials which require additional lecture hours		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Summer 2013	

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 262	Course title	Interpreting 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	40	Lecture	30
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	4	Total credits	3
Reason for change:	Decreasing lecture hours in this course and moving content to a new course to balance the overall program		

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

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Summer 2013

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 270	Course title	Interpreting 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	40	Lecture	60
Lecture/Lab		Lecture/Lab	
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		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Summer 2013	

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 273	Course title	Interpreting 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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:	Decreasing lecture hours in this course and rearranging content to better suit the students' learning process		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Summer 2013	

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 274	Course title	Interpreting 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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:	Decreasing lecture hours in this course and rearranging content to better suit the students' learning process		

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.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
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IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website
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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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Summer 2013	

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10	Lecture	20
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	1	Total credits	2
Reason for change:	The work required is not reflected in one credit		

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.

<input checked="" type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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.

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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	American Sign Language and Sign Language Interpretation	Submitter name Phone Email	Xenia Woods 971-722-8112 xenia.woods@pcc.edu
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 be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces 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.		

Addendum to Course Description:	
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General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number: ASL 103 or ASL 151	<input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
None – please explain	

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> ▪ Use knowledge of duties and responsibilities; roles and functions of interpreters, the job market and career options to make an informed decision about a career in the field of American Sign Language ▪ 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 and design: (from CCOG)	Activities include readings, lectures, discussions, small group problem-solving tasks, analysis of job descriptions, text analysis, grammatical and linguistic exercises, guest speakers, videos, and student presentations.
Outcomes assessment strategies:	Assessment strategies include written quizzes, exams, and assignments, including a research paper.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Settings in which interpreters work, job requirements, opportunities and earning potential Personality analysis and use of career profile instruments Basic grammar: concepts and terms and how it applies to translation and interpreting Basic linguistics: concepts, terms, and how it applies to translation and interpreting The Registry of Interpreters for the Deaf and certification systems 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.
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Section #2 Transferability

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

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

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	Sign Language Interpretation (recommended prerequisite)	# credits: 89
Name of degree(s):	Sign Language Interpretation (recommended prerequisite)	# credits: 101
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
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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
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.	

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Sign Language Interpretation & Deaf Studies	Submitter name phone and email	Xenia Woods, 971-722-8112 xenia.woods@pcc.edu
Prefix and Course Number:	ITP 132	Credits:	2
Course Title: (60 characters max)	Deaf Culture II	Transcript Title (30 characters max)	Deaf Culture II
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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 prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ITP 212	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Upon completion of this course, students will be able to:</p> <p>Interact in a way that respects the values, social customs and cultural aspects of Deaf people.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Apply cultural understandings learned in class effectively in authentic interactions with native signers.</p>
Course activities and design: (from CCOG)	This course will include live and videotaped presentations, lectures, small group discussions, student presentations, and guest speakers.
Outcomes assessment strategies: (from CCOG)	Assessment strategies include quizzes, exams, papers, and short presentations.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Includes all or most of the following on a continual basis:</p> <p>Culture in general, American Culture, American Deaf Culture, different perspectives based on 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.</p>

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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> 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 supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
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 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

acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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 been 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.		

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Sign Language Interpretation	Submitter name phone and email	Xenia Woods, 971-722-8112 xenia.woods@pcc.edu
Prefix and Course Number:	ITP 263	Credits:	2
Course Title: (60 characters max)	Interpreting Theory IV	Transcript Title (30 characters max)	Interpreting Theory IV
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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 course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ITP 262	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	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)	This course will consist of lecture, discussion, videotapes, guest speakers, and hands-on application of techniques.
Outcomes assessment strategies: (from CCOG)	Formal examinations or quizzes, a written business plan, a portfolio, and a research paper.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • 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?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	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?		<input type="checkbox"/> Yes <input type="checkbox"/> 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:		
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
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 SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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 been 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 – 4th floor.

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
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 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)	New learning outcomes
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 number of outcomes
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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: CIS120	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☒ yes
☐ no

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

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

Please provide details, who was contacted and the resolution.

<input checked="" type="checkbox"/> Yes	The course is required in the CAS degree.
<input type="checkbox"/> No	The CAS SAC was contacted and they said we could go ahead with the change.

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Terry Foty	tfoty@pcc.edu	12/3/2012
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	12/3/2012
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.		

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
<p>guidelines for identifying related instruction</p> <p>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.</p>

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	16
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<p>Outcomes:</p> <ol style="list-style-type: none"> 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		
<p>Activities:</p> <p>Direct instruction (+ study time) in discipline-related computations involving Boolean algebra and arithmetic expression construction and evaluation as applied in programming and networking.</p>		

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: Copy from the CCOG the outcome(s) which is associated 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 Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the 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
<input checked="" type="checkbox"/> Computation	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.
<input type="checkbox"/> Communication	
<input type="checkbox"/> Human Relations	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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)	Proposed Description (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. Prerequisites: CIS 122 and CAS215 or instructor permission.	Prerequisite: CIS122 or instructor permission.
Reason for change	The prerequisite courses were too restrictive.

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
<ul style="list-style-type: none"> Develop dynamic websites using JavaScript techniques, along with HTML and CSS. 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 prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CAS 215	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The CAS SAC was contacted because CAS 215 is being removed as a prerequisite.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Terry Foty	tfoty@pcc.edu	11/19/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/19/12
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Health	Submitter name	Susanne M. Christopher
		Phone	971.722.6249
		Email	schrsto@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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces first aid and emergency knowledge and skills in the work, community, and home environment. Examines first aid care in remote and/or wilderness settings. Upon successful completion of this course, students may earn an ARC Responding to Emergencies	Introduces first aid and emergency knowledge and skills in the work, community, and home environment. Examines first aid care in remote and/or wilderness settings. Upon successful completion of this course, students may earn an ARC Responding to Emergencies First Aid Certificate, and CPR/AED Adult/Child, Infant CPR Certificate. Recommend: RD

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.

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
Reason for change	

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval 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	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Susanne Christopher	schristo@pcc.edu	12/10/2012
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	Tonya.booker@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.		

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 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 Actors for Recording
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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)			
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 prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input checked="" type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Determine communication goals and audience target of various media projects.</p> <p>Prepare a scene treatment from the producer in order to deliver a performance.</p> <p>Extract performances both artistically and technical to meet recording requirements.</p> <p>Assess various techniques to solve production challenges during a rehearsal and recording session in order to provide a collaborative creative production environment.</p>
Course activities and design: (from CCOG)	<p>The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises.</p> <p>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.</p>
Outcomes assessment strategies: (from CCOG)	<p>Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Student will work together to record material with various communication goals.</p> <p>Themes will be connected to the actor/ director relationship and collaboration toward meeting those goals.</p> <p>Timelines and other technical requirements will be documented in industry standard format.</p> <p>Student will create final projects that demonstrate their skills to potential clients.</p>

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

	be competitive in the creative industry.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

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

reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	We have been working with Theater Arts and have been given the go ahead.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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 been 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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 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 repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: 48 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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 prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	MM235	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:	MM260	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
			<input type="checkbox"/> pre/co
			<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<p>The student will be able to:</p> <ul style="list-style-type: none"> Choose and prepare audio equipment such as microphones, mixing devices, and 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.
Course activities and design: (from CCOG)	<p>The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises.</p> <p>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.</p>
Outcomes assessment strategies: (from CCOG)	<p>Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Budgeting, scheduling, and pre-production for field sound recording</p> <p>Room acoustics, understanding and improving environments for sound recording</p> <p>Lavaliere, boom, wireless, and plant microphone techniques</p> <p>Wiring and signal routing</p> <p>On-location mixing of multiple sound sources</p> <p>Single-system, Double-system, and Multi-camera sound recording</p> <p>Planning for Post-Production synchronization of sound recordings</p>

	Recording analog signals on digital recorders
	Recording audio feeds from house sound systems at meetings and events
	Recording Voice-Overs, Automatic Dialog Replacement, and Sound Effects

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Provide students experience in collecting audio outside a studio environment.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No

Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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 been 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	11/15/12
SAC Administrative Liaison (type name)	Email	Date

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	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 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
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	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<ul style="list-style-type: none"> Plan, design and create interactive digital media projects using industry standard software tools. Use project management tools for group productions. 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	
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
course prefix & number: MM230	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: MM231	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: MM235	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
course prefix & number: MM230	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number: MM231	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: MM235	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: MM270	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Beth Fitzgerald	efitzger@pcc.edu	11/1/12
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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)	

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
Focuses on the pre-production phase of narrative video projects. Provides story structure, character development, and formatting for screenwriting. Covers the transition from script to screen including shot lists, location scouting and floor plans, and other pre-production variables. Audit available.	

Reason for change	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<ul style="list-style-type: none"> -Create screenplay treatments, outlines of the major dramatic moments (Beat Sheets), and character bios for casting purposes. -Create, and produce professionally formatted screenplay scripts. -Use industry protocols to break down a script into parts for pre-production planning. -Create shot-lists, draft floor plans for lighting and blocking, and utilize location-scouting techniques. 	

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
course prefix & number: MM260	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
course prefix & number: MM260	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
prefix & number: WR121	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction	

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
X ☒ No

Implementation term X ☐ Next available term after approval
 ☐ Specify term(if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/1/12
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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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 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.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (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. Co-requisite: ECE 131a or ECE 133

Reason for change	Alignment of description and outcomes to new practicum sequencing and national standards.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Collect documentation of Practicum I and II competencies as specified in the Competencies for Early Childhood Certificate. 2. Use the knowledge, skills, and abilities acquired in pre-and co-requisite coursework to discuss work with children in the lab setting. 	<ol style="list-style-type: none"> 1. Collect and represent basic documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.
Reason for change	Alignment with practicum revisions and national accreditation 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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: ECE 120, ECE 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: ECE 131a or ECE 133	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------------------	---------------------------------------	---	----------------------------------

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

☐ yes
☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term ☒ Next available term after approval
☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
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

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Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Early Education & Family Studies	Submitter name phone and email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu
Prefix and Course Number:	ECE 130b	Credits:	2.0
Course Title: (60 characters max)	Practicum Seminar 2	Transcript Title (30 characters max)	Practicum Seminar 2
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times? 0	Contact hours: PER QUARTER Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)			
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. Co-requisite: ECE 131b or ECE 134			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ECE 130a	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: ECE 134 or ECE 131b	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Collect and represent documentation of 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.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Actively participate in seminar discussions and activities.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Review collected materials for a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • Integrating knowledge of child development and learning; • Family and community relationships; • Observation, documentation, and assessment; • Developmentally effective approaches; • The use of content 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.	Department is complying with non-repeatable course policy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes	

		<input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	As part of the Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon 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 SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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 been 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

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Early Education & Family Studies	Submitter name phone and email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu
Prefix and Course Number:	ECE 130c	Credits:	2.0
Course Title: (60 characters max)	Practicum Seminar 3	Transcript Title (30 characters max)	Practicum Seminar 3
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times? 0	Contact hours: PER QUARTER Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply		Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>
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)			
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 course description:			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ECE 130b	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: ECE 135 or ECE 131c	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Collect and represent documentation of 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. 3. Integrate knowledge of child development and learning; family and community relationships; observation, documentation, and assessment; developmentally effective approaches; the use of content to build meaningful curriculum; and professionalism.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Actively participate in the seminar discussions and activities.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Review collected materials for a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • Integrating knowledge of child development and learning; • Family and community relationships; • Observation, documentation, and assessment; • Developmentally effective approaches; • The use of content 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.	Department is complying with non-repeatable course policy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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

	Degree	
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--

If **no** is selected continue to part three.

If **yes** is selected complete the [Related Instruction in CTE Courses](http://www.pcc.edu/curriculum) form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	As part of Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon 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 SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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-repeatable course policy, thus sequencing change from one level of practicum to 3 levels 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 (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> At Level I, be employable as a competent teacher's aide with children, under a lead teacher's supervision. At Level II, be employable as a competent assistant teacher. 	<ol style="list-style-type: none"> Use an understanding of children's characteristics and needs from birth through age 5, in order to provide appropriate care and education.
Reason for change	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 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: ECE 130	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			

prefix & number: ECE 130a	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 120, ECE 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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	12/19/12
SAC Administrative Liaison (type name)	Email	Date
Jen Piper, Dean	jennifer.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 – 4th floor.

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Early Education & Family Studies	Submitter name phone and email	Andrew Garland-Forshee 971-207-4709 andrew.forshee15@pcc.edu	
Prefix and Course Number:	ECE 131b	Credits:	3.0	
Course Title: (60 characters max)	Practicum for Experienced Teachers 2	Transcript Title (30 characters max)	Practicum for Exp Teachers 2	
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 90.0
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)				
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 course description:				

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ECE 131a, ECE 130a, ECE 122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: ECE 130b	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Use an understanding of children's characteristics and needs from birth through age 5, in order to provide appropriate care and education. 2. Respond to children using an understanding of diverse family and community characteristics. 3. Use appropriate observation, documentation, and other assessment tools and approaches to support the development of children.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Actively participate in seminar discussions and activities.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Review collected materials for a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • Integrating knowledge of child development and learning; • Family and community relationships; • Observation, documentation, and assessment; • Developmentally effective approaches; • The use of content 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.	Department is complying with non-repeatable course policy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Off site location at student's place of employment in an early childhood environment.
Transferability: Will this course transfer to another academic institution? Identify	As part of the Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon 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 SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> 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 been 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 – 4th floor.

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Early Education & Family Studies	Submitter name phone and email	Andrew Garland-Forshee 971-207-4709 andrew.forshee15@pcc.edu
Prefix and Course Number:	ECE 131c	Credits:	3.0
Course Title: (60 characters max)	Practicum for Experienced Teachers 3	Transcript Title (30 characters max)	Practicum for Exp Teachers 3
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: Lab: 90.0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)			
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 required based on work experience and previous coursework. Prerequisites: ECE 131b Corequisite: ECE 130c			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ECE 131b ECE 130b	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: ECE 130c	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Use an understanding of children’s characteristics and needs from birth through age 5, in order to provide appropriate care and education. 2. Respond to children using an understanding of diverse family and community characteristics. 3. Use appropriate observation, documentation, and other assessment tools and approaches to support the development of children. 4. Engage in continuous, collaborative learning to inform practice
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Actively participate in seminar discussions and activities.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Review collected materials for a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • Integrating knowledge of child development and learning; • Family and community relationships; • Observation, documentation, and assessment; • Developmentally effective approaches; • The use of content 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.	Department is complying with non-repeatable course policy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Off site location at student's place of employment in an early childhood environment.
Transferability: Will this course transfer to another academic institution? Identify	As part of the Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon 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 SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval

	<input type="checkbox"/> 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 been 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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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	Non-repeatable course policy; differentiating between Advanced Practicum Seminar 1 and Advanced Practicum Seminar 2.		

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)	New learning outcomes
<p>1. Collect documentation of Advanced Practicum Competencies as specified in the Competencies for the Early Childhood, Level III.</p> <p>2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss work with children in the lab setting.</p> <p>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.</p>	<p>1. Collect and represent documentation of advanced standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.</p> <p>2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss work with children in the field.</p>
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	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 264, ECE 263	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, HEC 226, ECE 221	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 264	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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	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 – 4 th floor.		

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Early Education & Family Studies	Submitter name phone and email	Andrew Garland-Forshee (971) 722-4027 andrew.forshee15@pcc.edu
Prefix and Course Number:	ECE 260b	Credits:	3.0
Course Title: (60 characters max)	Advanced Practicum Seminar 2	Transcript Title (30 characters max)	Advanced Practicum Seminar 2
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times? 0	Contact hours: PER QUARTER Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)			
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: ECE 260a. Corequisites: ECE 265			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ECE 260a	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: ECE 265	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<p>1. Collect and represent advanced documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.</p> <p>2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss work with children in the field.</p> <p>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.</p>
Course activities and design: (from CCOG)	<p>Students Will:</p> <ul style="list-style-type: none"> • 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.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Develop and present a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation using a Technical Skills Assessment rubric.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Students will reflect on and discuss the theories, practices, skills, and abilities relating to:</p> <ul style="list-style-type: none"> • 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.
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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 complying with non-repeatable course policy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	As part of Early Education & Family Studies AAS degree. Transfer agreements established with Portland State University and Southern Oregon University.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of	No

this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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 been 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
☒ **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
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Section #1 General Information

Department	Health Information Management	Submitter name	Ann Wenning
		Phone	971-722-5075
		Email	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, MTH 20.	
Reason for change	No change

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>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.</p> <p>2. Apply knowledge of health record content and healthcare information technology to design information collection systems that adhere to healthcare accreditation standards and state and federal regulatory requirements.</p> <p>3. Design healthcare data collection and audit review tools to evaluate and analyze healthcare information for validity, reliability, quality, timeliness, comprehensiveness, and currency</p> <p>4. Evaluate and make recommendations on various health record systems related to the acquisition, indexing, retrieval, transfer and storage of healthcare data and information.</p>	<p>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.</p> <p>2. Utilize audit review tools to evaluate and analyze healthcare information in paper and electronic formats for validity, reliability, quality, timeliness, comprehensiveness, and currency.</p>
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

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
X ☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
X ☒ No

Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2013 <input type="checkbox"/> Specify term (if AFTER the next available term)
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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

Ann Wenning	awenning@pcc.edu	12/19/2012
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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	Defines class more accurately than previous title with current description and 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Laboratory course for HIM 110 Health Information Technology 1 and allows students to practice the skills and knowledge learned in that course. Corequisite: HIM 110.	Laboratory course for HIM 110 Health Record Content 1 Lab and allows students to practice the skills and knowledge learned in that course. Corequisite: HIM 110.

Reason for change	Reflects title change in revised description with current description and outcomes.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>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.</p> <p>2. Apply knowledge of health record content and healthcare information technology to design information collection systems that adhere to healthcare accreditation standards and state and federal regulatory requirements.</p> <p>3. Design healthcare data collection and audit review tools to evaluate and analyze healthcare information for validity, reliability, quality, timeliness, comprehensiveness, and currency</p> <p>4. Evaluate and make recommendations on various health record systems related to the acquisition, indexing, retrieval, transfer and storage of healthcare data and information.</p>	<p>1. Apply understanding of medical record content utilizing health information procedures for qualitative and quantitative analysis of data in paper and electronic formats.</p> <p>2. Audit health records for compliance of state, federal and other regulatory medical record standards.</p> <p>3. Perform health information management functions utilizing simulated educational electronic health record system.</p>

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

Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2013 <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Ann Wenning	awenning@pcc.edu	12/19/2012
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Health Information Management	Submitter name	Judith Osswald
		Phone	971-722-5709
		Email	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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers appropriate drug uses, effects, dangers, and precautions; routes of administration. Review common prescription abbreviations, forms of medications and basic drug categories.	Covers appropriate drug uses, effects, dangers, and precautions; routes of administration. Reviews common prescription abbreviations, forms of medications and basic drug categories.

Reason for change	The word “reviews” instead of “review” reflects a better description.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>Intended Outcomes for the course:</p> <ol style="list-style-type: none"> 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. <p>Outcome Assessment Strategies:</p> <p>Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students:</p> <ol style="list-style-type: none"> 1. Answer theoretical and application multiple choice questions on information covered in lecture and reading assignments. 2. To complete the outcomes students will have skills and knowledge in: Medical terminology, Anatomy and Physiology, Medical Science, and Health Record Content 	<p>Intended Outcome for the course:</p> <ol style="list-style-type: none"> 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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (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
Ann Wenning, RHIT	awenning@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Health Information Management	Submitter name	Ann Wenning
		Phone	971-722-5075
		Email	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 accurately than previous title 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Classification Systems 3 Introduces coding and classification systems for outpatient procedures and ambulatory care facilities. Prerequisite: HIM 105, 107, 110, 120, 131, 182, MP 111, and (BI 122 or BI 233 or HIM 129).	CPT coding introduces coding and classification systems for outpatient procedures and ambulatory care facilities. Prerequisite: HIM 105, 107, 110, 120, 131, 182, MP 111, and (BI 122 or BI 233 or HIM 129).

Reason for change	More accurate course title and current description.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Understand the usage of coding and 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. 	<ol style="list-style-type: none"> 1. Understand the usage of coding and 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. 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 NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Ann Wenning	awenning@pcc.edu	12/19/2012
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	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 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 (required information for all course revisions. Include requisites)	Proposed Description (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
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Collect, evaluate, and analyze data while maintaining data quality, validity, and reliability. 2. Verify timeliness, completeness, and appropriateness of data and data sources. 3. Perform quantitative and qualitative analysis of health records. 4. Abstract records for department indices, databases, and registries. 5. Distinguish between primary and secondary data. 6. Create data hierarchy charts, data flow diagrams, data dictionaries, and entity-relationship diagrams. 7. Understand the different types of standards for electronic data and electronic data interchange including structure and content, vocabularies, EDIs, and data security. 	<ol style="list-style-type: none"> 1. Collect, evaluate, and analyze data while maintaining data quality, validity, and reliability. 2. Verify timeliness, completeness, and appropriateness of data and data sources. 3. Perform quantitative and qualitative analysis of health records. 4. Abstract records for department indices, databases, and registries. 5. Distinguish between primary and secondary data. 6. Create data hierarchy charts, data flow diagrams, data dictionaries, and entity-relationship diagrams. 7. Understand the different types of standards for electronic data and electronic data interchange including structure and content, vocabularies, EDIs, and data security.
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2013 <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Ann Wenning	awenning@pcc.edu	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	12/18/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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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)	Proposed Description (include requisites)
Statistical analysis and presentation of administrative and clinical information and data. Prerequisite: HIM 281.	Statistical analysis and presentation of administrative and clinical information and data.

Reason for change	Pre-req removed as not applicable.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Calculate and interpret descriptive healthcare statistics. 2. Present data in verbal and written forms. 3. Use common statistical software packages. 4. Evaluate healthcare statistics and determine the most appropriate use of these healthcare statistics in health information management. 5. Understand the collection, usage, and interpretation of vital statistics by health care facilities, state agencies, and federal agencies. 6. Display health care data in the appropriate graphic format. 7. Discuss the different health care data sets and their usage. 	<ol style="list-style-type: none"> 1. Calculate and interpret descriptive healthcare statistics. 2. Present data in verbal and written forms. 3. Use common statistical software packages. 4. Evaluate healthcare statistics and determine the most appropriate use of these healthcare statistics in health information management. 5. Understand the collection, usage, and interpretation of vital statistics by health care facilities, state agencies, and federal agencies. 6. Display health care data in the appropriate graphic format. 7. Discuss the different health care data sets and their usage.

Reason for change	No change.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval X Winter 2014 <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Ann Wenning	awenning@pcc.edu	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	12/18/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 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 a sequence and reflects the lecture course HIM 281 revision.		

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)
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

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2013 <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Ann Wenning	awenning@pcc.edu	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	12/18/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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 accurately reflects course content		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
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

management are also covered. Audit available.	available.
Reason for change	No change.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Participate on intra-departmental teams/committees. 2. Participate on facility wide teams/committees responsible for health care information. 3. Provide consultation, education, and training to users of health information services. 4. Plan and conduct meetings. 5. Resolve customer complaints regarding the Health Information Department. 6. Educate and train consumers on their health information and personal health records.	1. Participate on intra-departmental teams/committees. 2. Participate on facility wide teams/committees responsible for health care information. 3. Provide consultation, education, and training to users of health information services. 4. Plan and conduct meetings. 5. Resolve customer complaints regarding the Health Information Department. 6. Educate and train consumers on their health information and personal health records.
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No	
Implementation term	X <input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Ann Wenning	awenning@pcc.edu	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	12/18/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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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			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the relationship between stress and strain in deformable solids. Analysis is applied to circular shafts, beams, columns and pressure vessels. Covers combined stresses, statically indeterminate systems and properties of structural materials. Prerequisites: CMET 110, 112, 113. Prerequisite or concurrent: CMET 122, 123.	Covers the relationship between stress and strain in deformable solids. Analysis is applied to members subjected to axial, bending, and torsional loads. Covers combined stresses, statically indeterminate systems and properties of structural materials. Prerequisites: CMET 110, CMET 112, and ENGR 102. Prerequisite or concurrent: CMET 122 and 123.

Reason for change	ENGR 102 is replacing CMET 113 as a requirement for the CET and MET programs. Updating of description.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concepts and principles applied to members under various loadings and the effects of these loadings. 2. Analyze and design structural members subjected to tension, compression, torsion, bending and combined stresses using the fundamental concepts of stress, strain and elastic behavior of materials. 3. Analyze columns and pressure vessels under various loadings. 4. Conduct himself or herself professionally and with regard to his or her responsibilities toward society, especially with respect to designing machine parts and structures to prevent failure. 	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyze and design structural members subjected to tension, compression, torsion, bending and combined stresses using the fundamental concepts of stress, strain and elastic behavior of materials. 2. Utilize appropriate materials in design considering engineering properties, sustainability, cost and weight. 3. Perform engineering work in accordance with ethical and economic constraints related to the design of structures and machine parts.
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.

<p align="center">Current prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>	
<input type="checkbox"/>	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
<input type="checkbox"/>	Placement into: .

prefix & number: CMET 110, 111, 113	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CMET 122, 123	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CMET 110, CMET 112, and ENGR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CMET 122 and 123	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term) 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	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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 content		

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

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

Reason for change	ENGR 226 is replacing CMET 132 as a requirement for the CET and MET programs.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>Intended Outcomes for the course</p> <p>Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this course content guide. Course content guides are developed by college-wide Subject Area Curriculum Committees and approved by management.</p> <p>Instructional Goal:</p> <p>To become familiar with the various phases of route design for roadways and sewers/drains, conduct route surveys, and design roadways.</p>	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Utilize stationing to identify locations on a roadway project 2. List and define the components of horizontal circular curves, and prepare curve data for field layout at specific stations. 3. List and define the components of a vertical curve. Calculate roadway elevations at specific stations. 4. Establish and utilize a network of control points in the field. 5. Use the more advanced capabilities of electronic total stations, including electronic field book, resection, and staking out. 6. Develop spreadsheet solutions for common surveying problems.
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CMET 132	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: ENGR 226	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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			

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)
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
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
We are unable to locate a document showing the current learning outcomes for this course.	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 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.
Reason for change	Updating documentation 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
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Civil and Mechanical Engineering Technology	Submitter name, phone, and email	Jan Chambers, SAC chair x4681 jchamber@pcc.edu
Course prefix and number	CMET 221	Course title	Environmental Systems

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	20	Lecture	0
Lecture/Lab	20	Lecture/Lab	40
Lab	30	Lab	30
Total contact hours/term	70	Total contact hours/term	70
Total credits	4	Total credits	3

Reason for change: This classroom activities of this course have evolved to be a "lecture/lab" format, a combination of faculty lectures and demonstrations, guided student interactions and supervised student application of lectures.

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	NA
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Presents advanced topics in civil engineering oriented computer aided design and drawing meeting industry standards. Prerequisite: CMET 113; DRF 241. Prerequisite/concurrent CMET 214. Audit available	Presents advanced topics in civil engineering-oriented computer aided design and drafting meeting industry standards. Prerequisite: CMET 241; Prerequisite or concurrent: CMET 214. Audit available

Reason for change	Updating prerequisites to match current courses offered.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this course content guide. Course content guides are developed by college wide subject area curriculum committees and approved by management.</p> <p>HVAC GRAPHICS DESIGN</p> <p>A. Instructional Goal:</p> <ol style="list-style-type: none"> To develop knowledge and skill to draw ducts and piping for heating/cooling systems of a building relative to the building construction. <p>B. Objectives:</p> <ol style="list-style-type: none"> Architectural drawings <ol style="list-style-type: none"> To identify and read architectural drawings Rug drawing (building background) <ol style="list-style-type: none"> To create a rug drawing of building HVAC Design <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> Single line drawing Two (2) line drawing To demonstrate the proper sizing of ducts using the following <ol style="list-style-type: none"> Ductulator Duct design chart To demonstrate proper duct routing through envelope of building To demonstrate piping of equipment when required. 	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> Use civil engineering computer aided drafting and design software. Import raw surveying data for development of surfaces and topographic drawings. Create a digital terrain model for an existing site. 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

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: CMET 241

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: CMET 214

☐ Prerequisite

☐ Corequisite

☒ pre/con

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

☐ yes

☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☐ Next available term after approval

☒ Specify term (if AFTER the next available term) 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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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			

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

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

Reason for change	ENGR 102 is replacing CMET 113 as a requirement for the MET program. Updating description.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 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. 	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CMET 113	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: ENGR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term) 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	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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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			

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 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	Updating prerequisites to match current courses offered.

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
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe structural steel shapes and use detailing information shown in the American Institute of Steel Construction steel section tables. 2. Create and interpret structural steel working drawings that involve plan views. 3. Create and interpret structural steel working drawings that involve elevation views. 4. Create and interpret detail drawings that involve bolted connections. 5. Use CAD software to create drawings listed in 2, 3, and 4. 	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe structural steel shapes and use detailing information shown in the American Institute of Steel Construction steel section tables. 2. Create and interpret structural steel working drawings that involve plan views and elevation views, using CAD software. 3. Create and interpret detail drawings that involve bolted connections, using CAD software.
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CMET 113 or GE 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CMET 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: ENGR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CMET 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Engineering	Submitter name	Mike Kies, SAC chair
		Phone	x4161
		Email	mkies@pcc.edu
Current prefix and number	ENGR 102	Proposed prefix 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 (required information for all course revisions. Include requisites)	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: ENGR 101.	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.

Reason 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.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Sketch two-dimensional orthographic drawings from three-dimensional isometric views. 2. Sketch isometric pictorials given two-dimensional orthographic drawings. 3. Create two-dimensional orthographic drawings using AutoCAD software, complete with construction lines, dimensions, and layers. 4. Demonstrate competency with various drawings aides and modification commands. 5. Create three-dimensional solid models using AutoCAD software. 6. Develop assembly type drawings using multiple solid models. 7. Generate paper space layouts from model space geometry. 	<p>Upon completion of the course students should be able to:</p> <ol style="list-style-type: none"> 1. Sketch two-dimensional orthographic drawings and three-dimensional isometric views. 2. Create and modify two-dimensional orthographic drawings using AutoCAD software, complete with construction lines, dimensions, and layers, conforming to industry standards. 3. Create three-dimensional solid models using AutoCAD software, and generate paper space layouts from model space geometry.
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number ENGR101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: Department approval or ENGR101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
SAC Administrative Liaison (type name)	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	December 12, 2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Engineering	Submitter name Phone Email	Mike Kies, SAC chair x4161 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.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (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.	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	<p>This course replaces CMET132 for CET and MET students, eliminating cross-listed courses</p> <p>The math prerequisite for ENGR226 may be met by CMET123 or MTH112.</p>

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
<p>The student will be able to:</p> <ol style="list-style-type: none"> 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. 	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Collect, analyze, and adjust field measurements; create horizontal and vertical control networks; and prepare a topographic map. 2. Communicate verbally during outdoor laboratory exercises and record field measurements and other data in the manner common to the surveying profession. 3. Work in small teams with individuals of diverse cultural backgrounds. 4. Operate and use surveying equipment in a manner that does not jeopardize the safety of team members, the surveying equipment used, or the environment. 5. Create computer solutions for common surveying problems utilizing spreadsheet software.
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

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

☐ Placement into: .

prefix & number: ENGR 101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ENGR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: ENGR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CMET123 or MTH112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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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			

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)
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	<p>This course replaces CMET215 for CET and MET students, eliminating cross-listed courses.</p> <p>Change of prerequisites.</p> <p>Updating description.</p>
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>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:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge in understanding of the operational principles of a complete manufacturing system including <ul style="list-style-type: none"> o Internal and External challenges. o World Class Manufacturing. o The Design Process o The Production Process o Material Selection o 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. 	<p>Upon completion of this course, students should be able to</p> <ol style="list-style-type: none"> 1. Recommend appropriate part manufacturing processes when provided a set of functional requirements and product development constraints. 2. 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. 4. Ascertain product and process quality levels through the use of precision measurement tools and statistical quality control charts. 5. Mitigate production problems using risk management and root cause analysis tools. 6. 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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: ENGR 101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ENGR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: (CMET121 and 122); or (ENGR101 and PHY211)	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
SAC Administrative Liaison (type name)	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	December 12, 2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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		

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)
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.

<p>horticulture, and massage therapies. May be taken 3 times for credit. No Requisites.</p> <p>Addendum to Course Description</p> <p>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.</p>	<p>Addendum to Course Description</p> <p>GRN237 or GRN239 required for the Gerontology: End of Life Care & Support Certificate.</p>
Reason for change	Course is no longer repeatable.

<p>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.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Coordinate with therapists 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 therapeutic practices and activities based on the particular therapy to augment end of life care goals and enhance life quality for the dying person and their families. 	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 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.
Reason for change	Emphasizes coordination with all end of life practitioners involved with the dying person and their caregivers. Emphasizes therapeutic approach, rather than a specific therapy.

<p>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</p> <p>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.</p>	
<p align="center">Current prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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 Abushakrah	jabushak@pcc.edu	12/17/12
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	12/17/12
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.		

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Gerontology	Submitter name phone and email	Jan Abushakrah, 971-722-4077, jabushak@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 Life Practices
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 10 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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)			
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 course description:			
GRN239 or GRN237 required for the Gerontology: End of Life Care & Support Certificate.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Coordinate with an end of life team or other practitioners to introduce person-centered and culturally appropriate practices and approaches into a comprehensive end of life care plan for the dying person and their caregivers. 2. Implement practices and approaches to augment end of life care goals and enhance life quality for the dying person and their families.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Lecture, presentations, discussion, and readings on particular practices and approaches and discussion of ways they can be adapted to diverse populations and settings. • Case studies and practical techniques on practices and approaches explored in the course. • Capstone projects based on the practices and approaches explore in the course.
Outcomes assessment strategies: (from CCOG)	A variety of assessments, including reflective journals, essays, skill demonstration, case study analysis, will be used. Students will share 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, Issues and Skills: (from CCOG)	<ol style="list-style-type: none"> 1. Introduction to particular practices and approaches, and overview of professional and ethical standards and practice 2. Exploration of how particular practices and approaches augment end of life care goals 3. Techniques and strategies for introducing particular practices and approaches 4. Assessment of the dying persons needs, interests, and culture to develop appropriate and effective strategies 5. Integration of particular practices and approaches into a comprehensive end of life care plan 7. Evaluation or capstone projects

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 an alternative to GRN237 as requirement of Gerontology: End of Life Care & Support Certificate; eliminating repeatable option
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Name of certificate(s):	Gerontology and Gerontology: End of Life Care & Support	# credit: 44 (elective), 37 (required, option)
Name of degree(s):	AAS Gerontology	# credit: 90 (elective)
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) The default is an on campus workshop, but hybrid and 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.	N/A
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact 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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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 been 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	lgoldy@pcc.edu	12/17/12
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.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Gerontology	Submitter name, phone, and email	Ann McQueen, 971-722-8270, ann.mcqueen@gmail.com 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 CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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

Reason for change: Several readings and assignments from GRN236, the second in this series of courses on dementia care, will be integrated into this course. We will also be completing the form to reduce the credit hours of GRN236 from 2 credits to one credit to reflect the readings and assignments transferred from that course to this one.

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	This course is taken almost exclusively by students earning a certificate or degree in Gerontology.
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Fall 2013

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Gerontology	Submitter name, phone, and email	Ann McQueen, 971-722-8270, ann.mcqueen@pcc.edu Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Course prefix and number	GRN236	Course title	Dementia 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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	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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	This course is taken exclusively by gerontology majors, so changes will not affect other SACs.
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Fall 2013

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	CAS/OS	Submitter name Phone Email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu
Current prefix and number	CAS106	Proposed prefix and number	
Current course title	Introduction to X/HTML	Proposed title (60 characters max)	Introduction to HTML
# Credits	1	Proposed transcript title (30 characters max)	Introduction to HTML
Reason for title change	Changing XHTML to HTML to reflect current technology.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces basic concepts of creating simple web pages with X/HTML. Develops knowledge of working with X/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	Introduces basic concepts of creating simple web 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

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.

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
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 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. 2. Use a stand-alone FTP program to upload files to a web server. 	<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. 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 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 NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	CAS/OS	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		

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

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

experience; placement into RD 115 and WR 115. Audit available.	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 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
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. 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. 3. Use Adobe Dreamweaver and a stand-alone FTP program to upload files to a web server. 4. Be prepared to pursue future courses in website development and design. 	<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. 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. 3. Use Adobe Dreamweaver and a stand-alone FTP program to upload files to a web server. 4. 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes – changes do not impact related instruction <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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curriculum@pcc.edu

Section #1 General 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.		

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 X/HTML using an HTML editor. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, links, lists, tables, forms, working with web graphics, accessibility, and introduction to stylesheets (CSS). Includes creating a multi-page website using these technologies.	Introduces HTML using an HTML editor. Includes web terminology, HTML5, uploading pages to a server (FTP), site management, links, lists, tables, forms, working with web graphics, accessibility, and introduction to stylesheets (CSS). Includes creating a multi-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 HTML” to “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 guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use knowledge of X/HTML code and an HTML editor to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create websites. 3. Use a stand-alone FTP program to upload files to a web server. 4. Be prepared to pursue future courses in website development and design. 	<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use knowledge of HTML code and an HTML editor to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create websites. 3. Use a stand-alone FTP program to upload files to a web server. 4. Be prepared to pursue future courses in website development and design.
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 NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes – changes do not impact Related Instruction <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
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.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	CAS/OS	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	Removal of “Dynamic HTML” from title and description. This course teaches CSS and CSS3, not Dynamic HTML.		

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 complex Cascading Style Sheets (CSS) that format web pages according to industry and accessibility standards, work in multiple browsers, and separate content from presentation. Includes creating stunning, interactive websites using CSS and Dynamic HTML. Recommended: CAS 206, CAS 111D or	Introduces complex Cascading Style Sheets (CSS) that format web pages according to industry and accessibility standards, work in multiple browsers, and separate content from presentation. Includes creating stunning, interactive websites using CSS and CSS3. Recommended: CAS 206, CAS 111D or

equivalent HTML coding skills; placement into RD 115 and WR 115. Audit available.	equivalent HTML coding skills; placement into RD 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.

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
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use Adobe Dreamweaver and/or HTML editor to create complex style sheets following current accessibility, professional and/or industry standards. 2. Use critical thinking skills to create and apply complex CSS to enhance the format and style of a website. 	<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use Adobe Dreamweaver and/or HTML editor to create complex style sheets following current accessibility, professional and/or industry standards. 2. Use critical thinking skills to create and apply complex CSS to enhance the format and style of a website.
Reason for change	No changes are being made to the 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. 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
Diane Shingledecker	dshingle@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Laura Horani		
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Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Veterinary Technology	Submitter name phone and email	Brad Krohn; 971-722-7461 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 repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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 prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CH100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: BI112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> Communicate (written and orally) in a professional manor while working as an effective member of a healthcare team 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
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> This course will meet for 2 hours of lecture per week. Lecture and 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 cooperative team approach.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> AVMA-approved check-off sheets that consist of standardized criteria for assessing the completion of technical as well as interpersonal skills expected of an entry-level veterinary technician 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
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> Program policies and procedures for animal/patient care Documentation/medical record keeping Facility management 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 approved. 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 an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Yes, but only to another AVMA-accredited veterinary technology program.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap,	

course duplication, prerequisite, enrollment, etc.

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached

No.

Is there any potential impact on another department of campus?

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached

No.

Implementation term:

- ☐ Next available term after approval
☒ Specific term AFTER next available: Fall 2012

Allow 3-4 months to complete the new course approval process before the course can be scheduled.

Section # 4 Department Review

This proposal has been 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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