CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
February 1, 2012
Sylvania CC, Conference Rm B

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

Experimental Courses:

None

Course Inactivation:

None

Available Grading Option:

ALC 51 – Basic English Skills Lab
ALC 52 – Basic English Skills Lab
ALC 53 – Basic English Skills Lab
ALC 61 – Basic Math Skills Lab
ALC 62 – Basic Math Skills Lab
ALC 63 – Basic Math Skills Lab
BI 101H – Biology: Honors
MA 112 – Medical Office Assistant Seminar
MA 118 – Medical Office Administrative Procedures (lab)

Old Business:

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

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

94. ART 142 – Intro to Photo (Darkroom)
Course Revision – Title, Des, Out

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

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

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

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

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

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

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

539. ABE 0786 – Foundations of Math I
New Course
Postponed at SAC Request

540. ABE 0791 – Advanced Integrated Reading and Writing
New Course
Postponed at SAC Request

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

New Business:

561. DH 128 – Oral Histology
Course Revision – Des, Out

562. NUR 60 – Nursing Success Strategies
Course Revision – Number, Des, Out

563. NUR 90 – Nursing Assistant I
Course Revision – Des, Out, Req

564. NUR 110 – Nursing I
Course Revision – Title, Des, Out, Req

565. NUR 111 – Nursing II
Course Revision – Title, Des, Out

566. NUR 112 – Nursing III
Course Revision – Title, Des, Out, Req

567. NUR 210 – Nursing IV
Course Revision – Title, Des, Out

568. NUR 211 – Nursing V
Course Revision – Title, Des, Out

569. NUR 212 – Nursing VI
Course Revision – Title, Des, Out, Req

570. NUR 110 – Nursing I: Fundamentals of Nursing
Related Instruction

571. NUR 111 – Nursing II: Care Across the Lifespan
Related Instruction

572. NUR 112 – Nursing III: Obstetrics & Chronic Healthcare
Related Instruction

573. CG 130 – Today's Careers
Course Revision – Des, Out

574. MM 259 – Screenwriting/Preproduction
New Course

575. ENGR 171 – Intro to Logic Design
Course Revision – Title, Des, Out, Req

576. ENG 271 – Digital Logic Design
New Course

577. LIB 127 – Advanced Library Research
New Course

578. FP 161 – Vehicle Extrication Basics
Course Revision – Title, Des, Out

579. SP XXX – All Speech courses
Course Revision – Subject change to COMM

580. CJA 233 – Aspects of Homicide
New Course

581. CJA 234 – Intelligence Analysis and Security Management
New Course

582. CJA 225 – Criminal Justice and the United States Constitution
Course Revision – Des, Out, Req

583. BI 222 – Human Genetics
Course Revision - Req

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

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

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

Current Description	Proposed Description
Introductory course emphasizing knowledge of the camera, development of computer skills in preparing and outputting images, and exploration of visual design and composition. Recommended: Basic computer skills Recommended: Basic computer skills and WR 115.	Introduces digital photography as it relates to creative arts, history, media and culture in both a historical and contemporary context. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Requires access to a camera with manual exposure controls, digital single-lens-reflex (DLSR) cameras are

	preferred. Recommended: ART 141 or ART 142.
Reason for change	These changes update the curriculum and make the description more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Students shall see and apply photographic art and design: with increased perceptual awareness; to create personally significant works of digital imagery. Students shall have knowledge of, and show proficiency in, all of the following areas: Camera and scanner mechanics, including light metering and exposure controls; attributes of digital versus chemical photography; exposure modes, manual and automatic, the purpose and creative use of various lenses, filters and flash; understanding and manipulation of light; basic use of digital image software (such as Photoshop) in acquiring, preparing, manipulating, storing, outputting and/or uploading digital images; display of images. Students will be introduced to the principles of composition and graphic representation, and display relevant verbal and evaluative skills during class discussions. Students will gain an understanding of the nature of photography and digital images with	• Understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary to when participating critical dialogue about photography with others. • Find and develop creative ways to solve problems using a variety of photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Create personal photographic artwork, which demonstrate an introductory level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs. • Navigate challenges & opportunities of working in a communal atmosphere

reference to its historical and contemporary context.	

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

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

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

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

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

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

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

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

Current Description	Proposed Description
Covers camera operation, selection and use of film, filters, lenses, flash units and other accessories. Students shoot 35mm color slides and have them processed commercially. Must own, or have access to a 35mm camera with adjustable exposure controls.	Explores photography from film to digital as it relates to creative arts, history, media and culture in both a historical and contemporary context. Introduces processes, principles and technology in preparation for continuing fine art and media based work. Develops the use of self-reflection and peer critique in photographic practice. Requires access to a camera, film single-lens-reflex (SLR) or digital single-lens-reflex (DLSR) cameras are preferred

	but not required.
Reason for change	Slide film is no longer used and this course is meant for students to bring whatever camera they have in order to learn about photography. This change updates the curriculum and makes it more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

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

Current learning outcomes	New learning outcomes
• Students shall have knowledge of all of the following technical information • Camera mechanics, including film speed, shutter speed, and apertures. • Exposure modes, manual and automatic, and light metering systems • Other camera features such as self-timers, exposure compensation dials, and AEL locks. • Metering in difficult lighting circumstances: snow, back-lighting, high contrast, and dark/light subjects. • Basic, bounce and fill-in flash. • Filters: what's available for B & W and color photography, as well as special effects. • Film types: an overview of different brands of film, slide vs. negative film. • Light: quality, direction and basic equipment Students will also exploring through assignments and discussions: photographic composition, choice of subject matter and photographic genres including, self-portraits, portraiture, landscape, and still-life. In addition, through slides and videos students will gain an understanding of the major trends, aesthetic and technical, in the history of photography (with an emphasis on fine art photography)	• Understand, interpret and enjoy photography from past to present in a local as well as global context. • Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary to when participating critical dialogue about photography with others. • Find and develop creative ways to solve problems using a variety of photographic strategies. • Create photographic work that is personally significant & fulfilling, understanding how any photographs contextualized in contemporary and historical photographic issues, genres and concerns. • Navigate challenges & opportunities of working in a communal atmosphere • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

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

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

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

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

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

Current Description	Proposed Description
Introductory course in black and white photography, emphasizing knowledge of the camera, development of darkroom skills, and exploration or visual design and composition. Should own or have access to a 35mm camera with adjustable exposure controls. May be taken three times for credit. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Explores black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, single-lens reflex (SLR) film camera.

Reason for change	Course description update reflects the content of the course more clearly than the previous description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Students shall have knowledge of, and show proficiency in, all of the following areas: Camera mechanics, including knowledge of film-speed ratings, light metering, and exposure controls; the purpose and creative use of various lenses and filters; understanding and manipulation of light; film processing, including push and pull-processing; film and paper chemistry, the proper use and order of each; making of proof-sheets and photographic enlargements, involving exposure control for contrast and density, and use of dodging and burning techniques; finishing with spotting, dry-mounting, and displaying prints. In addition to this, students will be introduced to principles of composition and graphic representation, and be required to display certain verbal and evaluative skills during class discussions. Slide presentations of past and current photographic work will seek to place contemporary photography in its historical context.	• Understand, interpret and enjoy black and white photography from past to present within a local as well as global context. • Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about photography with others. • Find and develop creative ways to solve problems using a variety of environmentally sustainable photographic strategies. • Create photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a communal atmosphere • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Reason for change	Update course core outcomes to more directly and clearly reflect the PCC Course Core Outcomes.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	

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

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

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

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

Current Description	Proposed Description
Course follows ART 142 in sequence, and is devoted to further the development of technical photographic skills, and to the continued exploration of visual design theory and the conceptual approaches involved in making art. May be taken three times for credit. Prerequisites: ART 142 and its prerequisites.	Explores intermediate darkroom photographic techniques. Develops creative problem solving by utilizing a broad range of intermediate darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, single-lens-reflex (SLR) camera with manual exposure controls. Prerequisite ART 142 or Instructor Approval.

Reason for change	This change updates the curriculum and makes it more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

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

Current learning outcomes	New learning outcomes
Students will solidify, and extend, the ideas and procedures introduced in Art 142, Introduction to Photography (Darkroom). Attention will be focused on advanced exposure and printing techniques, the effects of using color filters with black-and-white film, printing on fiber-base paper, bleaching and toning prints, and various presentation methods. Of equal significance will be a students° continued exploration and understanding of the camera as a means of expression and communication, and a critical examination of the historical and contemporary issues that shape the history of photography.	• Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others. • Understand, interpret and enjoy black and white photography from past to present within a local as well as global context. • Find and develop more complex and creative ways to solve problems using a variety of environmentally sustainable photographic strategies. • Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a communal atmosphere • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

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

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

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: ART 142 or instructor permission	x Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Kim Manchester	kim.manchester@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	ART 240	Course Title:	Digital Photography II

Course Credits:	3	Gen Ed Category:	Arts and Letters

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

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

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

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	• Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.

C. Understanding of themselves and their natural and technological environments.	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. • Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements.
D. Ability to reason qualitatively and quantitatively.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.
E. Ability to conceptually organize experience and discern its meaning.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the

	group, and how to navigate differences while supporting and celebrating each other's achievements. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

F. Aesthetic and artistic values.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

G. Understanding of the ethical and social requirements of responsible citizenship.	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. • Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and

	responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements.
	•

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

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

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

above outcomes and criteria.*	local as well as global context. • **1,2,3,5** Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • **1,3,4,5,**Create personal photographic artwork, which demonstrate an intermediate level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs. • **1,3,5** Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of photographic strategies.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

global issues”?**	

*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Kim Manchester	kim.manchester@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	ART 243	Course Title:	The Photographic Portfolio

Course Credits:	3	Gen Ed Category:	Arts and Letters

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

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

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

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

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

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

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

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

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

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

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

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

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

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts &	In this course students create personal photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand,

Letters, making use of the creative process to enrich the quality of life"?**	interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Margaret Carter Skill Center	Submitter name Phone Email	Mary Smith-Abbott 971-722-5911 masmith@pcc.edu
Course Prefix and Number:	SC 25	# Credits	1
Course Title: (60 characters max)	Thought Patterns for a Successful Career	Transcript Title (30 characters max)	Thought Patterns for a Career
Can this course be repeated?	☐ Yes X☐ No How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab:22 Lab:

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

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

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x No	Course Number and Titles

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

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

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Learning Outcomes: **(Use observable and measurable verbs)**	Utilize skills of self-reflection Utilize skills in responsibility, accountability, self-control, collaboration, and decision making to set ongoing academic and career goals and pathways. Communicate effectively to participate successfully in team environments Use self-reflection and positive self-talk to be successful in academic, professional, and personal life.
Course activities and design: **(from CCOG)**	Keep guided journal, to become more aware of your life-past, present and future and discover how to apply the success strategies to stay on course for your goals and dreams Answer reflective questions responses to understand the thoughts, habits, and behaviors that hold students back and how to change them. Read, write, and talk about how to create a successful life by reading Thought Patterns for a Successful Career and responding to Focused Videos. Participate in team and communicate appropriately. Understand Career Pathways
Outcomes assessment strategies:	Complete Journals evaluated with rubrics Compile a portfolio and make a presentation to the class Write personal and academic goals and strategies to achieve Complete Personal Behaviors and Reflective Exercises Complete Reflective Paper which describes Journey of Change from beginning of class to end of class.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Conditioning of Thoughts, habits, beliefs, attitudes Scotoma Negative self-talk Understand and revise self-defeating strategies

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

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:

Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	N/A	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	NO	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	NO

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NO
Implementation term:	X Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Mary Smith-Abbott	masmith@pcc.edu
SAC Administrative Liaison	Email
James Bowles	jbowles@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Current prefix and number	MUS206	Proposed prefix and number	
Current course title	Intro to History of Rock Music	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduction to the History of Rock Music Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective. Prerequisite/concurrent: WR 115 or equivalent placement test scores.	Introduces the history of rock music. Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Students will be able to identify primary and secondary sources for Rock and Roll. • Students will be able to evaluate the significance of the recording and radio industries. • Students will be able to identify the roles of instruments of the rhythm section and front line. • Students will be able to identify common song forms including the 12-bar blues. • Students will be able to recognize and appreciate the contributions of early innovators. • Students will be able to discuss the cultural and sociological impact of rock and roll music. • Students will be able to recognize and identify the emergence of genres within specific eras. • Students will be able to discuss the on-going interrelationship between Rock and Roll music and American cultural life.	• Use an understanding of the technological advancements and development of the record industry during the 20th and 21st centuries (in relation to rock music) to interpret and understand current and possible future technological trends in music. • Use an understanding of the cultural and sociological dynamics that created rock music to better integrate ones own beliefs effectively into the community. • Cultivate a personal set of aesthetic and artistic values informed by an understanding of the development of genres, innovations, and trends in rock music. • Use the ability to examine and analyze a piece of music based on structural and expressive elements to interpret and understand other communicative media. • Employ knowledge of rock music's development to analyze current social and cultural trends and their relation to past social and cultural movements.

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John Mery	jmery@pcc.edu	11/5/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	11/5/2011

Portland Community College

Contact and/or Credit Hour Change

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

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	1	Lecture	2
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	10	Total contact hours/term	20
Total credits	1	Total credits	2
Reason for change:	DH 128 Oral Histology is a heavy science course currently at 1 credit hour. The amount of work and time the students need to succeed in the course is equivalent to more than 1 credit hour.		

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

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

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

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

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

☐ Yes x☐ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes x☐ No	If yes, please describe	
Implementation term		☐ Next available term after approval x☐ Specific term Winter 2013

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Dental Hygiene	Submitter name Phone Email	Nancy Pilgrim X 4123 npilgrim@pcc.edu
Current prefix and number	DH 128	Proposed prefix and number	DH 128
Current course title	Oral Histology	Proposed title (60 characters max)	Oral Histology
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)**
Studies microscopic anatomy of the oral tissues. Course serves as an introduction to DH 129 Oral Pathology.	Introduces microscopic anatomy and embryology of the oral tissues.

Reason for change	Update language from old verbage.

LEARNING OUTCOMES: Describe what 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. Recognize the relationship between the embryology of the face, oral cavity and oral/dental tissues. 2. Differentiate between tissues and structures of the oral cavity and facial area.	1. Recognize the relationship between the embryology of the face, oral cavity and oral/dental tissues in order to apply information in clinical practice. 2. Differentiate between tissues and structures of the oral cavity and facial area for application in the clinical setting when assessing, planning and treating oral pathology.
Reason for change	Add application of information/material in the clinical setting.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Nancy Pilgrim	npilgrim@pcc.edu	1/12/2012
SAC Administrative Liaison (type name)	Email	Date
Josette Beach	jbeach@pcc.edu	1/12/2012
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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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 060	Proposed prefix and number	NUR 60
Current course title	Nursing Success Strategies	Proposed title (60 characters max)	same
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change	To eliminate extra & confusing 0 in the 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)**
This course introduces students to basic skills that are built upon in the nursing curriculum. It includes an overview of the Nursing Program, math and writing for nursing, learning styles, coping strategies, workplace skills and study skills, as related to the nursing curriculum. Prerequisite:	Provides an overview of the Nursing Program including: math and writing for nursing, learning styles, coping strategies, workplace skills and study skills. Prerequisites: Admission or alternate to the Nursing Program.

Admission or alternate to the Nursing Program	
Reason for change	Updating language for clarity and conciseness.

LEARNING OUTCOMES: Describe what 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
Not available	• Apply the math skills required in the Nursing Program. • Use basic study skills including test taking and reading strategies. • Employ self-care, stress reduction, and time management strategies. • Write using established standards. • Use professional communication with instructors and peers. • Understand the nurse’s role in providing basic patient care.
Reason for change	Update outcomes and provide missing documentation.

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	No new impact.
Implementation term	☐ Next available term after approval ☒ Specify term (if AFTER the next available term) Summer, 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/12/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/12/12
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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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 90	Proposed prefix and number	same
Current course title	Nursing Assistant I	Proposed title (60 characters max)	same
# Credits	9	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)**
The primary focus of this course is to prepare the student with the knowledge and skills needed to provide safe physical care to patients in long-term care facilities.	Covers the knowledge and skills needed for the safe physical care of patients in long-term care facilities. Follows curriculum approved by the Oregon State Board of Nursing in preparation for the Oregon Nursing Assistant Exam. Prerequisites: RD 90 and WR 90; proof of Measles immunization; Prerequisite/Concurrent: current TB test and passing

	of a criminal background check.
Reason for change	Updating language for clarity and conciseness, and to include requisites.

LEARNING OUTCOMES: Describe what 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
Not available	• Apply OSHA and client safety standards and use proper infection control methods in client care situations. • Apply basic physiological and psychological care to clients. • Follow local, state and federal regulations for client care in various settings. • Demonstrate knowledge of ethics and client rights when providing client care. • Provide appropriate interventions in a client or care setting emergency. • Be prepared to take the Oregon Nursing Assistant Exam for certification.
Reason for change	Update outcomes and provide missing documentation.

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: RD 90 and WR 90; proof of Measles immunization			
prefix & number: current TB test and passing of a criminal background check	☐ 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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/12/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/12/12
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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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 110	Proposed prefix and number	
Current course title	Nursing I	Proposed title (60 characters max)	Nursing I: Fundamentals of Nursing
# Credits	9	Proposed transcript title **(30 characters max)**	Nur I: Fundamentals of Nursing
Reason for title change	To include a more descriptive 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)**
Beginning concepts and skills develop the foundation for socialization into the nursing profession and for providing safe basic nursing care. Introduces nursing process with emphasis on assessing basic human needs of patients. This course for Columbia Gorge Nursing Program only. Prerequisite:	Introduces the collection and organization of client/patient data relating to nursing care responsibilities in community-based long-term care. Examines the roles and interaction of nursing theory and practice as they relate to the physiological, psychological, sociocultural, developmental and spiritual needs of clients/patients. Prerequisite: NUR 60 and admission to the Nursing Program.

Admission to the Nursing program. Clinical: Registration must be completed and TB test results and proof of current immunizations submitted before permitted in the clinical area. Current CPR certification required. Class fee $40. (F)	
Reason for change	Updating language for clarity and conciseness, and to include requisites.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Intended Learning Outcomes: Provider of Care: Collect and organize client/patient data using the nursing process by applying physiological, psychological, sociocultural, developmental, and spiritual dimensions of holistic care. Communicator: Implement therapeutic and professional communication techniques. Manager of Care: Provide basic nursing care for one to two clients/patients using facts and principles from physical, biological, social and behavioral sciences, with an emphasis on functional health patterns. Member within the Discipline of Nursing: Identify professional nursing roles and nursing legal and ethical standards.	As Provider of Care: Use the nursing process to collect and organize client/patient data at a beginning level in the long-term care setting. As Communicator: Communicate with patients using professional and therapeutic communication techniques in the long-term care setting. As Manager of Care: Apply basic nursing care for one to two clients/patients in the long-term care setting, utilizing physiological, psychological, sociocultural, developmental, and spiritual principles. As Member Within the Discipline of Nursing: Apply a beginning understanding of professional nursing roles and legal and ethical nursing standards.
Reason for change	Update outcomes to reflect what students who have completed the course will be able to do in a professional setting. Show progression within the nursing curriculum.

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: NUR 60 and admission to the Nursing Program.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: PSY 201	☐ 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: NUR 60 and admission to the Nursing Program.	☒ 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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/12/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/12/12
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

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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 111	Proposed prefix and number	
Current course title	Nursing II	Proposed title (60 characters max)	Nursing II: Care Across the Lifespan
# Credits	9	Proposed transcript title **(30 characters max)**	Nur II: Care Across Lifespan
Reason for title change	To include a more descriptive 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)**
Concepts and skills integrate growth and development, psycho-social coping responses to illness and alterations in health status in children and adults. Nursing process is applied to meet basic human needs of individual patients. This course is for the Columbia Gorge Nursing Program	Integrates nursing theory and practice as they relate to growth and development, psychosocial coping responses to illness, and alterations in the health status of adults, children and their families. Includes content on the obstetrical client/patient. Covers application of nursing process to promote health of clients/patients in acute care and community-based

only. Prerequisite: NUR 110. Clinical: Registration must be completed and TB test results and proof of current immunizations submitted before a student is permitted in the clinical area. Current CPR certification required. Class fee $30. (W) For Columbia Gorge nursing students only.	settings. Prerequisite: NUR 110 or admission into the Nursing Program by advanced placement.
Reason for change	Updating language for clarity and conciseness, and to include requisites.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Intended Learning Outcomes: As Provider of Care: Apply principles of holistic care to implement the nursing process in order to maintain or enhance functional health patterns of individuals across the life span. As Communicator: Communicate professionally with patients, families and members of the healthcare team. As Manager of Care: Recognize acuity of client/patient needs and organize selected components of care for two clients/patients. As Member Within Discipline of Nursing: Maintain professional nursing roles while acknowledging values held by self and others.	As Provider of Care: Use the nursing process and principles of holistic care to collect and organize client/patient data in the acute care setting. As Communicator: Apply techniques of therapeutic communication in interactions with patients, families and members of the healthcare team. As Manager of Care: Put into practice holistic nursing care for two patients in the acute care setting. As Member Within the Discipline of Nursing: • Apply a greater understanding of professional nursing roles and legal and ethical nursing standards. • Seek learning opportunities to promote personal and professional growth.
Reason for change	Update outcomes to reflect what students who have completed the course will be able to do in a professional setting. Show progression within the nursing curriculum.

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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/10/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/10/12
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

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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 112	Proposed prefix and number	
Current course title	Nursing III	Proposed title (60 characters max)	Nursing III: Obstetrics & Chronic Healthcare
# Credits	9	Proposed transcript title **(30 characters max)**	Nur III: OB & Chronic Hlthcare
Reason for title change	To include a more descriptive 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)**
Concepts and skills are related to nursing care of medical/surgical and childbearing patients and families. Nursing process is applied to meet basic human needs of patients and families at the practical nurse level. This course is for the Columbia Gorge Nursing Program only. Prerequisite: NUR	Expands on nursing theory and practice related to nursing care focusing on acute and chronic healthcare needs of patients. Includes nursing care responsibilities for patients and their families in the acute care and obstetrical settings. Prerequisite: NUR 111 or admission into the Nursing Program by advanced placement.

111. Clinical: Registration must be completed and TB test results and proof of current immunizations submitted before a student permitted in clinical area. Current CPR certification required. Class fee $30. (Sp)	
Reason for change	Updating language for clarity and conciseness.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Intended Learning Outcomes: Provider of Care: Follow established standards of nursing care while participating in the holistic care of clients/patients in rural community-based settings. Communicator: Communicate professionally with patients, families and members of the healthcare team, across the continuum of community-based healthcare settings. Manager of Care: Demonstrate the ability to prioritize and organize nursing care for groups of clients/patients and families in the context of community. As Member of the Discipline of Nursing: Maintain professional values and responsibilities defined by the standards for the Licensed Practical Nurse Scope of Practice in the provision of community-based nursing care.	As Provider of Care: Apply established standards of nursing care and data collection in providing holistic care for clients/patients in healthcare settings. As Communicator: Use therapeutic communication techniques with clients/patients, families and healthcare providers at the level of the Licensed Practical Nurse. As Manager of Care: Prioritize and organize components of holistic nursing care for an acuity level of two to three patients and their families. As Member Within Discipline of Nursing: Demonstrate professional values and responsibilities as defined by the scope of practice standards for the Licensed Practical Nurse.
Reason for change	Update outcomes to reflect what students who have completed the course will be able to do in a professional setting. Show progression within the nursing curriculum.

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: NUR 111	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: BI 233	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: BI 234	☐ 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: NUR 111 or admission into the Nursing Program by advanced placement.	☒ 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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/10/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/10/12
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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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 210	Proposed prefix and number	
Current course title	Nursing IV	Proposed title (60 characters max)	Nursing IV: Psychiatric & Complex Acute Care
# Credits	9	Proposed transcript title **(30 characters max)**	Nur IV: Psy & Cplx Acute Care
Reason for title change	To include a more descriptive 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)**
Concepts and skills related to nursing care of medical/surgical patients and families, and mentally ill clients. Standards of nursing care are adopted to meet the basic human needs of individual patients. Patient/client teaching is emphasized. This course is for the Columbia Gorge Nursing Program only. Prerequisite: NUR	Continues nursing curriculum and clinical practices of roles and responsibilities at the registered nurse level. Provides opportunities to learn and apply the knowledge and skills necessary to implement care for complex acute care and psychiatric clients. Prerequisite: NUR 112 or admission into the Nursing Program by

112. Clinical: Registration must be completed and TB test results and proof of current immunizations submitted before a student permitted in clinic area. Current CPR certification required. Class fee $30. (F) For Columbia Gorge nursing students only.	advanced placement.
Reason for change	Updating language for clarity and conciseness.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Intended Learning Outcomes: As Provider of Care: Formulate nursing diagnostic statements for the treatment of human responses to actual or potential health problems across the age continuum. As Communicator: Individualize communication techniques to meet needs and priorities of clients/patients and families. As Manager of Care: Manage components of care for two patients by providing timely, prioritized and organized nursing care. As Member within the Discipline of Nursing: Transition from the PN level to the RN level of professional responsibilities as defined by the RN Scope of Practice.	As Provider of Care: Analyze assessment data and apply established standards of nursing care when developing nursing care plans for the psychiatric and complex acute care patient/client. As Communicator: Apply therapeutic communication techniques in delivering individualized patient care based on established standards. As Manager of Care: Deliver timely, prioritized and organized nursing care for a patient load totaling an acuity level of 2-3 patients. As Member Within Discipline of Nursing: Apply at a beginning level the professional responsibilities of the registered nurse as defined by the RN Scope of Practice.
Reason for change	Update outcomes to reflect what students who have completed the course will be able to do in a professional setting. Show progression within the nursing curriculum.

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
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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/10/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/10/12
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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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 211	Proposed prefix and number	
Current course title	Nursing V	Proposed title (60 characters max)	Nursing V: Emergent Healthcare
# Credits	9	Proposed transcript title **(30 characters max)**	Nur V: Emergent Healthcare
Reason for title change	To include a more descriptive 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)**
Concepts and skills related to nursing care of medical/surgical patients and families with ambulatory, acute and critical needs. Discharge planning emphasized. Multiple standards of nursing care are synthesized to meet basic human needs of individual patients. This course is for the Columbia Gorge Nursing Program	Explores the higher level nursing roles found in critical care, end of life care, and discharge planning within hospital and community settings. Emphasizes the planning and delivery of individualized, holistic and more complex nursing care to seriously ill clients in the acute care area. Prerequisite: NUR 210.

only. Prerequisites: NUR 110, 111, 112, 210. Clinical: Registration must be completed and TB test results and proof of current immunizations submitted before student permitted in clinical area. Current CPR certification required. Class fee $20. (W)	
Reason for change	Updating language for clarity and conciseness.

LEARNING OUTCOMES: Describe what 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
As Provider of Care: Plan and deliver individualized nursing care to assist clients/patients to promote, maintain or improve their physiological, psychological, sociocultural, developmental and spiritual integrity. As Communicator: Communicate therapeutically with mental health clients. As Manager of Care: Deliver care to three patients as an increasing independent practitioner and member of the health care team. As Member Within the Discipline of Nursing: Identify the role of the nurse in promoting the patient's rights to be informed of and participate in healthcare decisions across community based healthcare settings.	As Provider of Care: Analyze assessment data and apply established standards of nursing care in developing nursing care plans for the urgent/emergent client and clients at the end of life. As Communicator: Apply therapeutic communication techniques with clients and families experiencing life threatening illnesses and at the end of life. As Manager of Care: Deliver timely, prioritized and organized nursing care for a patient load totaling an acuity level of 3-4 patients. As Member Within Discipline of Nursing: Promote the patient's right to be informed of, and participate in, healthcare decisions across various healthcare settings.
Reason for change	Update outcomes to reflect what students who have completed the course will be able to do in a professional setting. Show progression within the nursing curriculum.

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

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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/10/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/10/12
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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	Nursing	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	NUR 212	Proposed prefix and number	
Current course title	Nursing VI	Proposed title (60 characters max)	Nursing VI: Preceptorship
# Credits	8	Proposed transcript title **(30 characters max)**	Nur VI: Preceptorship
Reason for title change	To include a more descriptive 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)**
Emphasizes leadership and management concepts and skills in providing nursing care at the associate degree nurse level for groups of patients. This course is for the Columbia Gorge Nursing Program only. Prerequisites: NUR 211. Clinical: Registration must be completed and TB test results and proof of current immunizations	Integrates theory and registered nurse practice through preceptorship and capstone projects. Includes preceptorship placement in either the acute care, specialty care, or community-based care setting. Emphasizes leadership and management concepts. Prerequisite: NUR 211.

submitted before student permitted in clinical area. Current CPR certification required. Class fee $5. (Sp)	
Reason for change	Updating language for clarity and conciseness.

LEARNING OUTCOMES: Describe what 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
As Provider of Care: Provide holistic nursing care in rural community-based healthcare settings. As Communicator: Communicate therapeutically with clients/patients and families to promote the achievement of patient outcomes in collaboration with healthcare providers across the continuum of community-based healthcare settings. As Manager of Care: Manage the healthcare needs for a group of clients/patients and families in the context of the community. As Member Within the Discipline of Nursing: Maintain professional values and responsibilities defined by the registered nurse scope of practice and ANA standards in the provision of community-based nursing care.	As Provider of Care: Analyze assessment data and apply established standards of nursing care when developing nursing care plans for rural hospital or community-based healthcare settings. As Communicator: • Apply therapeutic communication techniques with clients and families to attain patient outcomes. • Collaborate with other healthcare providers in a healthcare setting. As Manager of Care: Manage the healthcare needs for a group of clients/patients and families at an acuity level appropriate to the site. As Member Within Discipline of Nursing: Demonstrate professional values and responsibilities as defined by the scope of practice for the Registered Nurse and ANA standards.
Reason for change	Update outcomes to reflect what students who have completed the course will be able to do in a professional setting. Show progression within the nursing curriculum.

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: NUR 211	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Communication Elective	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: General Education Elective	☐ 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: NUR 211	☒ 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) 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		
Proposal has been reviewed at the CGCC Curriculum Committee level and approved for submission		
CGCC Curriculum Committee Chair	Email	Date
Diana Lee Greene	Dgreene@cgcc.cc.or.us	1/10/12
CGCC Chief Academic Officer	Email	Date
Dr. Susan Wolff	swolff@cgcc.cc.or.us	1/10/12
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Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department:	Nursing	Submitter:	Susan Lewis
Prefix and Course Number:	NUR 110	Submitter Phone and Email:	541-506-6047 slewis@cgcc.cc.or.us
Credit	9	Course Title:	Nursing I: Fundamentals of Nursing

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:
1) computation, 2) communication and 3) human relations.
Please be as specific as possible about the nature of the activities and instruction
A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	16.75

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

As Provider of Care: Use the nursing process to collect and organize client/patient data at a beginning level in the long-term care setting.

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

Pharmacology Lecture (1.5)
ProCalc Intro and Exam (2)
Vital Signs Demo/Practice/Check Off (2)
Elimination (I&Os), ADL Basic Care (1)
Tube Feedings (1)
Oxygen Delivery Systems (0.75)
Medication Administration (0.5)
Clinical Pharmacology Lab (1)
Clinical Pharmacology Mandatory Assignments (3)
Pharmacology Focused Clinical Simulation (1)
Pharmacology Focused Mandatory Prep (1)
Eight Patient Care Days (2)

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	22.5

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

As Communicator: Communicate with patients using professional and therapeutic communication techniques in the long-term care setting.

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

Care plan (IW) (3)
Writing Across the Curriculum (1)

Documentation (2) Therapeutic communication, making video (1.5) Communication Lecture(6) Confused Elderly Group Assignment (3) Loss and Grief Lecture(3) Spiritual Care Lecture(3)

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 – 4th 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
☒ Computation	**Education and Experience:** The RN degree program adheres to the Oregon State Board of Nursing Division 21 Standards for Approval: Nursing Faculty 851-021-0045 which includes requirements, with exceptions, that each: **Nurse Educator:** (A) hold at least a master's degree in nursing or a baccalaureate degree in nursing, and a master's in a related field with a post-master's certificate in nursing from a program that is at least two semesters or three quarters in length, **and** (B) have at least three years of nursing experience and hold a current, unencumbered license to practice as a registered nurse in Oregon. **Nurse Educator Associate:** (A) hold at least a bachelor's degree in nursing with no less than two years of nursing experience and hold a current, unencumbered license to practice as a registered nurse in Oregon. **Clinical Lab Teaching Assistant:** (A) Hold at least the educational level of preparation for which students are being taught; **and** (B) Have at least two years of nursing experience. **Related Instruction:** Minimum requirement is an AAS in Nursing degree, with a preference for a BSN or

	higher degree. Faculty who teach the RI content will have either course work and/or work related experience (minimum of 2 years) where these skills were used in their jobs.
☒ Communication	Same as Computation
☐ Human Relations	

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:	Nursing	Submitter:	Susan Lewis
Prefix and Course Number:	NUR 111	Submitter Phone and Email:	541-506-6047 slewis@cgcc.cc.or.us
Credit	9	Course Title:	Nursing II: Care Across the Lifespan

Details of Related Instruction guidelines for identifying related instruction

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

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

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

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	17.25

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

As Provider of Care: Use the nursing process and principles of holistic care to collect and organize client/patient data in the acute care setting.

As Manager of Care: Put into practice holistic nursing care for two patients in the acute care setting.

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

Eight Patient Care days (8)
Clinical Simulation Days with mandatory prep (2)
ProCalc orientation exam (1.75)
IV Skills Demo/practice/check offs (1)
IM and SQ Injections (0.5)
Clinical Pharmacology lab and Calculation Worksheets (4)

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	18.5

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

As Communicator: Apply techniques of therapeutic communication in interactions with patients, families and members of the healthcare team.

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

Care Plans (IW)(3)
Writing across the curriculum (1)
Pediatrics/OR Alternative Clinical Experience (1)
Charting Principles and Application Lecture (4.5)
Therapeutic Communication Lecture (3)
Community Based Nursing Lecture (3)
Hospitalized Patient Lecture (3)

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 – 4th 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
☒ Computation	**Education and Experience:** The RN degree program adheres to the Oregon State Board of Nursing Division 21 Standards for Approval: Nursing Faculty 851-021-0045 which includes requirements, with exceptions, that each: **Nurse Educator:** (A) hold at least a master's degree in nursing or a baccalaureate degree in nursing, and a master's in a related field with a post-master's certificate in nursing from a program that is at least two semesters or three quarters in length, **and** (B) have at least three years of nursing experience and hold a current, unencumbered license to practice as a registered nurse in Oregon. **Nurse Educator Associate:** (A) hold at least a bachelor's degree in nursing with no less than two years of nursing experience and hold a current, unencumbered license to practice as a registered nurse in Oregon. **Clinical Lab Teaching Assistant:** (A) Hold at least the educational level of preparation for which students are being taught; **and** (B) Have at least two years of nursing experience. **Related Instruction:** Minimum requirement is an AAS in Nursing degree, with a preference for a BSN or higher degree. Faculty who teach the RI content will have either course work and/or work related experience (minimum of 2 years) where these skills were used in their jobs.
☒ Communication	Same as Computation

☐ Human Relations	

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:	Nursing	Submitter:	Susan Lewis
Prefix and Course Number:	NUR 112	Submitter Phone and Email:	541-506-6047 slewis@cgcc.cc.or.us
Credit	9	Course Title:	Nursing III: Obstetrics & Chronic Healthcare

Details of Related Instruction guidelines for identifying related instruction

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

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

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

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	14.75

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

As Provider of Care: Apply established standards of nursing care and data collection in providing holistic care for clients/patients in healthcare settings.

As Manager of Care: Prioritize and organize components of holistic nursing care for an acuity level of two to three patients and their families.

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

Eight Patient Care days (8)
Simulation Day (1)
ProCalc Orientation and Exam (1.75)
Clinical Pharmacology (1)
Clinical Pharmacology Work Sheet (3)

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	22

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

As Communicator: Use therapeutic communication techniques with clients/patients, families and healthcare providers at the level of the Licensed Practical Nurse.

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

Therapeutic communication Lecture (3)
Patient Teaching Lecture (3)
Problem solving Lecture (6)
RN-LPN Scope of Practice Lecture(6)
Care Plan (IW) (2)
Writing across the Curriculum (1)
Summative Case Study (1)

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 – 4th 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
☒ Computation	**Education and Experience:** The RN degree program adheres to the Oregon State Board of Nursing Division 21 Standards for Approval: Nursing Faculty 851-021-0045 which includes requirements, with exceptions, that each: **Nurse Educator:** (A) hold at least a master's degree in nursing or a baccalaureate degree in nursing, and a master's in a related field with a post-master's certificate in nursing from a program that is at least two semesters or three quarters in length, **and** (B) have at least three years of nursing experience and hold a current, unencumbered license to practice as a registered nurse in Oregon. **Nurse Educator Associate:** (A) hold at least a bachelor's degree in nursing with no less than two years of nursing experience and hold a current, unencumbered license to practice as a registered nurse in Oregon. **Clinical Lab Teaching Assistant:** (A) Hold at least the educational level of preparation for which students are being taught; **and** (B) Have at least two years of nursing experience. **Related Instruction:** Minimum requirement is an AAS in Nursing degree, with a preference for a BSN or higher degree. Faculty who teach the RI content will have either course work and/or work related experience (minimum of 2 years) where these skills were used in their jobs.
☒ Communication	Same as Computation
☐ 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
x description (include requisites)
x outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	CG	Submitter name Phone Email	Sonya Bedient 4542 sonya.bedient@pcc.edu
Current prefix and number	CG 130	Proposed prefix and number	
Current course title	Today's Careers	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Explores careers and what it takes to succeed in them. Covers ways of gathering information about specific occupations. Uses guest speakers from a variety of career areas and helps develop a plan for next steps. Provides basic career information. Audit available.	Exposes a wide range of occupations including educational and skill requirements. Covers ways of gathering information about specific occupations. Includes guest speakers from a variety of careers to further illustrate the realities of the world of work. Develops a plan for next steps. Audit available.

Reason for change	Defines and describes the course, outcomes and activities more accurately.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students who successfully complete this course will be able to: 1. Utilize various self-assessment tools 2. Research current occupational information integrating acquired knowledge of personal characteristics 3. Utilize acquired knowledge to make informed career related decisions	Students who successfully complete this course will be able to: 1. Apply the process of identifying and researching occupations. 2. Evaluate occupational information such as outlook, growth, wages, etc. 3. Utilize a plan to address occupational and educational/training needs.
Reason for change	Current learning outcomes were activity based. The new learning outcomes reflect and describe what the student will be able to do "out there" after completion of the course.

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Sonya Bedient	sonya.bedient@pcc.edu	11/17/11
SAC Administrative Liaison (type name)	Email	Date
Katy Ho	kho@pcc.edu	11/29/11
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Multimedia		Submitter name phone and email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Prefix and Course Number:	MM259		Credits:	4
Course Title: (60 characters max)	Screenwriting/Preproduction		Transcript Title (30 characters max)	Screenwriting/Preproduction
Can this class be repeated?	☐ Yes X☐ No	How many times?	Contact hours:	Lecture: 30 hrs Lec/lab: 20 hrs Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X☐ No	Prefix, number and title:

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

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

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

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

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.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: MM260	X☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to course description:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	-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.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises. There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: **(from CCOG)**	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	Use industry standard scriptwriting tools to create media. Create and Format materials needed for pre-produce of video productions. Sample techniques for pre-production elements such as lighting plans, blocking and location scouting.

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.	Student will gain more skills in planning their video production.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:

Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	Yes WR243 and WR247 The courses offered by the Writing department are more focused on the script development. We hope to offer this new course with the emphasis of script development and pre-production. We hope to funnel students who want to continue with script writing development to the WR department.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	Maybe, We hope to funnel student who what to continues with script writing development to the WR department.
Implementation term:	X☐ Next available term after approval

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	10/5/2011
SAC Administrative Liaison	Email	Date
Gabe Hunter-Bernstein (for Kate Dins)	ghunterb@pcc.edu	1/18/12

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Engineering	Submitter name Phone Email	Mike Farrell 971-722-4674 mike.farrell@pcc.edu
Current prefix and number	ENGR 171	Proposed prefix and number	
Current course title	Intro to Logic Design	Proposed title (60 characters max)	Introduction to Digital Logic Design
# Credits	5	Proposed transcript title **(30 characters max)**	**Intro to Digital Logic Design**
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces switching theory and logic design. Number systems, logic families, Boolean algebra, minimization, flipflops, registers and counters, are covered. Analysis and design of finite state machines	Introduces analysis and computation of basic logic problems and circuits. Covers number systems, Boolean algebra, and logic circuit simplification techniques to produce simplified logic for minimal realization. Includes the creation of designs utilizing basic logic families, flip-

with discrete and programmable devices. Prerequisite: ENGR 221. Audit available.	flops, registers, and/or counters. Prerequisite/Co-requisite: ENGR 221
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Intended Outcomes for the course Upon successful completion of this course, students will have satisfactory accomplished the goals and objectives listed in this Course Content Guide. Course Content Guides are developed by subject area curriculum committees and approved by management. 1.0 NUMBER SYSTEMS	**Intended Outcomes for the course** 1) Manipulate Boolean expressions to create the minimum realizable expression or circuit. 2) Translate circuit descriptions, for example truth tables or timing diagrams, into combinatorial logic and/or MSI device circuits. 3) Utilize appropriate digital devices to create circuits with memory.
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: ENGR 221 Audit available	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: ENGR 221	Prerequisite	Corequisite	☒ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Todd Sanders	tsanders@pcc.edu	1-12-2012
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	1-12-2012

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:	Engineering	Submitter name Phone Email	Mike Farrell 503-977-4674 mike.farrell@pcc.edu
Course Prefix and Number:	ENGR 271	# Credits:	5
Course Title: (60 characters max)	Digital Logic Design	Transcript Title (30 characters max)	Digital Logic Design
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture hours: 40 Lab hours: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ 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)will need to choose
A-F (letter grade)	☒	☐x
Pass/No pass	☐	☐
Audit in consultation with faculty	☒	☐

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

Course Description: (field will expand as needed)	Introduces design and analysis of advanced digital systems. Covers development and integration of shift registers, memory, and programmable logic devices. Explores microprocessors, Digital Signal Processing, and/or integrated circuit technologies. Prerequisite: ENGR 171

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: ENGR 171	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Learning Outcomes: **(Use observable and measurable verbs)**	**Intended Outcomes for the course** 1) Realize complex logic functions utilizing programmable logic. 2) Design machines for the purpose of manipulating data streams. 3) Design complex digital systems.
Course activities and design: **(from CCOG)**	**Course Activities and Design** Course activities will include lecture presentations, coordinated homework and laboratory assignments, and examinations.
Outcomes assessment strategies:	**Outcome Assessment Strategies** Student evaluation includes examinations, laboratory assignments, homework assignments, and a final comprehensive examination. Specific evaluation procedures will be discussed during the first class meeting.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	**Course Content (Themes, Concepts, Issues and Skills)** Instructional Goals: To learn the logic and timing characteristics of shift registers. Objectives: 1. Shift Registers 1.1 Identify the basic forms of data movement in shift registers. 1.2 Explain how serial in/serial out, serial-in/parallel-out, parallel-in/serial-out, and parallel-in/parallel-out shift registers operate. 1.3 Describe how a bidirectional shift register operates. 1.4 For each of the aforementioned shift register types, draw the output waveforms produced by given input waveforms. 1.5 Explain how shift register counters operate (Johnson and ring) and determine the output waveforms produced. Instructional Goals:

To study the use of programmable logic devices commonly used to implement combinational logic functions.

Objectives:
2. Programmable Logic Software

2.1 Describe the internal structures of PROMs, FPLAs and PALs.

2.2 Given the logic diagram for a PAL, determine the equation for the logic function being implemented.

2.3 Draw the fuse map needed to implement a simple function with a PAL.

2.4 Use a PAL data sheet to determine the device needed to implement a specified logic function.

2.5 Use a programmable logic software program such as ABEL to develop a fuse map which implements a combinational logic function in a PAL.

2.6 Program a PAL and verify its operation.

2.7 Introduction to Verilog.

Instructional Goals:
To learn the basic elements of a microprocessor .

Objectives:
3. Introduction to Computers

3.1 Name the basic units of a computer

3.2 Name the basic elements of a microprocessor

3.3 Discuss multi-core processors

3.4 Explain pipelining, multi-tasking, and multi-threading

3.5 Explain the basic architecture of the Intel microprocessor

3.6 Explain the multiplexed bus operation of the Intel Pentium processors

3.7 Describe a simple assembly language program

3.8 Describe the seven instruction groups for the Intel processors

3.9 Distinguish between assembly language and machine language

3.10 Compare polled I/O, interrupt-driven I/O, and software interrupts

3.11 Define and explain the advantages of DMA

Instructional Goals:

	To learn the basic concepts of digital signal processing . Objectives: 4. Introduction to Digital Signal Processing 4.1 Sampling Theory and Purpose of Filtering 4.2 Digital-to-Analog Conversion 4.3 Analog-to-Digital Conversion 4.4 Explain the essential elements of a digital signal processing system 4.5 Explain the basic concepts of a digital signal processor 4.6 Describe the basic architecture of a DSP 4.7 Describe some of the functions that a DSP performs Instructional Goals: To learn the basic concepts of integrated circuit technology . Objectives: 5. Integrated Circuit Technologies 5.1 Basic Operational Characteristics and Parameters 5.2 CMOS Circuits 5.3 TTL Circuits 5.4 Practical Considerations in the Use of TTL 5.5 Comparison of CMOS and TTL Performance 5.6 Emitter-Coupled Logic (ECL) 5.7 PMOS, NMOS, and E^2CMOS
Reason for the new course	Currently EE students must take this class at PSU. This course increases the ENGR departments offering of freshman and sophomore classes. This makes it easier for students to transfer to PSU as a true junior and not have to take other classes after transfer.

Section #2 Transferabiltiy
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	PSU
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	Are there any? Not required just a question. ECE 171 at PSU.
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Does not impact other SACs	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact	

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Todd Sanders	tsanders@pcc.edu
SAC Administrative Liaison	Email
Dieterich Steinmetz	dsteinme@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Library	Submitter name Phone Email	Torie Scott 971-722-5433 vscott@pcc.edu
Course Prefix and Number:	LIB 127	# Credits:	1
Course Title: (60 characters max)	Library Research and Information Literacy	Transcript Title (30 characters max)	Advanced Library Research
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 1 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title

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

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

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

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

Course Description: (field will expand as needed)	Covers the research process and research skills in specific disciplines. Focuses on refining a research topic, planning and carrying out a research project, selecting credible sources of relevant information, and citing sources correctly in discipline-appropriate format. Word-processing and Internet-searching competence recommended.

Addendum to Course Description:	Use this class to complete research for another class such as Biology or Psychology. Gather credible, relevant sources for a bibliography on the topic of your choice.

General Education/Discipline Studies Standard Prerequisite Approval

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

☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: **(Use observable and measurable verbs)**	1. Investigate topics and issues by examining discipline-based research in order critically and creatively address problems.
Course activities and design: **(from CCOG)**	1. Locate, evaluate and select pertinent information in order to make informed decisions based on data.
Outcomes assessment strategies:	2. Evaluate sources of information to distinguish between facts and opinions in popular, professional and scholarly literature in order to enter into the community of scholarship, and develop professional competence.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	
Reason for the new course	Some students who enroll in LIB 101 are ready for discipline-focused research. They are ready to apply information literacy skills such as analyzing and selecting appropriate information with some sophistication, and have already developed an understanding of why and when to cite information. In addition, they have basic computer skills. This class will allow LIB 101 to be taught at a basic level.

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

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

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Torie Scott	vscott@pcc.edu
SAC Administrative Liaison	Email
Donna Reed	Donna.reed@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	Fire Protection	Submitter name Phone Email	Bryan Borrelli 503-515-6345 Bryan.borrelli@pcc.edu
Current prefix and number	FP161	Proposed prefix and number	FP161
Current course title	Vehicle Extrication Basics	Proposed title (60 characters max)	Vehicle Extrication
# Credits	1.0	Proposed transcript title **(30 characters max)**	**Vehicle Extrication**
Reason for title change	**Adding stabilization is part of auto extrication, cars on their roofs and sides is not a basic skill.**		

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)**
Studies procedures utilized for extrication of injured victims from motor vehicles, tools, equipment and hazards associated with vehicle extrication and safety considerations during rescue operations.	Covers procedures utilized for the extrication of injured victims from motor vehicles. Includes, tools, equipment and hazards associated with vehicle extrication and safety considerations during rescue operations.

Reason for change	With approval there would be the need for more time to teach stabilizing and have more time for the students to practice stabilizing, along with the other course content.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Demonstrate removal of an injured person from the immediate hazard by use or carries, drags, and stretchers.	Stabilize unsecured vehicles that have been in motor vehicle accidents. Safely remove injured persons from the immediate hazard
Reason for change	Not all vehicles in accidents are on their wheels; currently the fire program does not have a class on how to teach to stabilize a car not on its wheel.

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

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

Current prerequisites, corequisites and concurrent

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

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

Proposed prerequisites, corequisites and concurrent

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

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

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

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

course revision form. Visit the comprehensive related instruction website for information and guidance.

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☒ Prefix
☐ 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	Communication Studies	Submitter name Phone Email	Bob Pryor 971-722-8155 Bob.pryor@pcc.edu
Current prefix and number	SP	Proposed prefix and number	COMM
Current course title	All courses	Proposed title (60 characters max)	
# Credits		Proposed transcript title **(30 characters max)**	
Reason for prefix change	To more accurately reflect the wide variety of courses offered by the newly named Communication Studies Department. Previously, we were the Speech Communication Department and the prefix SP reflected that. Now that our name has changed , we feel SP is too restrictive and that COMM more accurately reflects the scope of courses offered by the department. This also brings us in line with other communication studies departments at community colleges in Oregon.		

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

Reason for change	

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x☐ Yes ☐ No	Prefix change in PCC catalog and schedule of classes
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) fa 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
Bob Pryor	bob.pryor@pcc.edu	10/25/2011
SAC Administrative Liaison	Email	Date
Chris Edwards	cedwards@pcc.edu	10/25/2011

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Criminal Justice		Submitter name phone and email	Jim Parks / x5236 / jparks@pcc.edu
Prefix and Course Number:	CJA 233		Credits:	3
Course Title: (60 characters max)	History of Homicide		Transcript Title (30 characters max)	History of Homicide
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)	None	

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Provides a historical examination and analysis of homicide. Explores the differences between homicide and murder and analyzes the different degrees of murder. Examines theories on the motives for homicide, murder, mass murder and serial murders. Explores how well the criminal justice system works with murder and other death related crimes. Introduces methods for detection, investigation and prosecution of murder cases including the analysis of forensic evidence in homicide cases to determine cause of death.

Prerequisite: CJA 212

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: CJA 212	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Analyze homicides with an understanding of societal response throughout history 2. Evaluate motives in homicide investigations 3. Determine possible causes of death through detection, investigation and analysis of evidence
Course activities and design: **(from CCOG)**	• Class lecture • Films and videos • Crime scene analysis • Forensic Analysis
Outcomes assessment strategies: **(from CCOG)**	Assessment may include informal responses to study questions, class presentations, written tests, online tests, group discussion, in-class and out of class writing.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• History of homicide • Criminal justice system and homicide • Homicide motives • Death determination • Forensic evidence

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 a course with a focus on analysis of homicides	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Criminal Justice	# credit: 95
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No

Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jim Parks	jparks@pcc.edu	12/16/11
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	12/16/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Criminal Justice		Submitter name phone and email	Jim Parks 503-978-5236 jparks@pcc.edu
Prefix and Course Number:	CJA 234		Credits:	3
Course Title: (60 characters max)	Intelligence Analysis and Security Management		Transcript Title (30 characters max)	Intell Analysis & Security Mgmt
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: *course* and/or *student*. Include course recommendations in the description. (the field expands as needed)

Provides a foundation on the collection, analysis and dissemination of information related to threats to the nation in an attempt to facilitate informed decision-making, policies and appropriate operational response while at the same time maintaining respect for the Constitution and privacy of the American people. Introduces security management of disasters and threats to the national infrastructure.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: WR 121	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: CJA 111	☒ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Review threat information using structured analytic techniques to help avoid intelligence failure. 2. Better understand the intentions and capabilities of adversaries in order to help properly assess and respond to potential threats and disasters. 3. Disseminate collected information to the full spectrum of homeland security customers at all levels. 4. Manage security at crisis situations through proper appraisal and evaluation of necessary response mechanisms.
Course activities and design: **(from CCOG)**	• Classroom Lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: **(from CCOG)**	Methods of assessment may include the following: examinations, quizzes, an interview assignment report, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Homeland Security Agencies National Security Terrorism Prevention Intelligence Gathering and Analysis Decision Making

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.	Add Homeland Security Curriculum	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:

Name of degree(s):	AAS Criminal Justice	# credit: 95
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Jim Parks	jparks@pcc.edu	1/13/12
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	1/13/12
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

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	Criminal Justice	Submitter name Phone Email	Jim Parks X5236 jparks@pcc.edu
Current prefix and number	CJA 225	Proposed prefix and number	same
Current course title	Criminal Justice and the United States Constitution	Proposed title (60 characters max)	Criminal Justice and the United States Constitution
# Credits	3	Proposed transcript title **(30 characters max)**	**Crim Justice & US Constitution**
Reason for title change	**N/A**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Provides a broad overview of United States Constitutional Law as it relates to professions in the criminal justice field. Examines Articles and Amendments of the U.S. Constitution, focusing on the 1st, 6th,	Provides a broad overview of United States Constitutional Law as it relates to professions in the criminal justice field. Focuses on those Articles and Amendments related to criminal justice that limit government authority. Prerequisites: CJA 111, CJA

8th, 14th amendments and "penumbras." Focuses on freedom of speech, religion and assembly as these rights relate to limitations on police authority. Prerequisites: CJA 100; WR 121. Audit Available.	112 and WR 121. Audit Available.
Reason for change	Clarify description.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Locate and utilize sources for constitutional law • Address criminal justice issues with an understanding of constitutional limitations on government authority • Practice in a criminal justice field with an understanding of constitutional rights and remedies in the government workplace	• Research basic constitutional questions related to criminal justice. • Protect the constitutional rights of citizens • Practice in a criminal justice field with an understanding of the limitations placed on government authority by the U.S. Constitution
Reason for change	Clarify

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, CJA 111 and CJA 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jim Parks	jparks@pcc.edu	12/13/2011
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	12/13/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology	Submitter name Phone Email	Alexie McNerthney 971-722-4039 amcnerth@pcc.edu
Current prefix and number	BI 222	Proposed prefix and number	
Current course title	Human Genetics	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Lecture/discussion presentation of the fundamentals of human genetics. Includes physical basis of inheritance, the mechanics of inheritance, probability, sex chromosomal abnormalities, autosomal anomalies, gene	Presents the fundamentals of human genetics. Includes physical basis of inheritance, the mechanics of inheritance, probability, sex chromosomal abnormalities, autosomal anomalies, gene structure and function, molecular genetics, behavioral genetics,

structure and function, molecular genetics, behavioral genetics, twinning and contemporary issues in human genetics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	twinning and contemporary issues in human genetics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, AND (BI 101 and BI 102), or (BI 211 and BI 212), or BI 112.
Reason for change	Correcting verbage and adding new prerequisites.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
A. Synthesize and incorporate the fundamentals of gene technology in order to understand how such technology impacts humans. B. Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity. C. Apply to real life situations and one's life the principles of human heredity. D. Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and 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

X 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

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: (BI 101 and BI 102), OR: (BI 211 and BI 212), OR: BI 112	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Alexie McNerthney	amcnerth@pcc.edu	11/04/11
SAC Administrative Liaison	Email	Date
Alyson Lighthart	Alyson.lighthart@pcc.edu	11/07/11