

CURRICULUM/GEN ED COMMITTEE
 a standing committee of the Education Advisory Committee
 Agenda
 February 2, 2011
 Sylvania CC, Conference Rm B

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

Experimental Courses:

SC 99 – Thought Patterns for a Successful Career
 D 199P – Dance and Hip Hop Culture

Course Inactivation:

MTH 231 – Elements of Discrete Math I
 MTH 232 – Elements of Discrete Math II
 OMT 212 – Contact Lens I
 OMT 213 – Contact Lens II
 OMT 111 – General Medical Terminology
 OMT 283 – Perception/Low Vision
 ESOL 183 – Grammar 2

Available Grading Option:

PE 10 – Physical Education Activity Program

Old Business:

164. OMT 232 – Seminar II
 Course Revision – Des, Out

165. OMT 233 – Seminar III
 Course Revision – Des, Out
Withdrawn at SAC Request

166. OMT 234 – Seminar IV
 Course Revision – Out
Withdrawn at SAC Request

205. SPA 261A – Spanish Culture
 Course Revision – Title, Des, Out
Postponed at SAC Request

206. SPA 262A – Spanish Culture
 Course Revision – Title, Des, Out
Postponed at SAC Request

207. SPA 270A – Readings in Spanish Literature
Course Revision – Title, Des, Out
Postponed at SAC Request

208. SPA 271A – Readings in Spanish Literature (Women Writers)
Course Revision – Title, Des, Out
Postponed at SAC Request

209. SPA 260A - Spanish Culture
Designation- General Education
Postponed at SAC Request

210. SPA 261A - Spanish Culture
Designation- General Education
Postponed at SAC Request

211. SPA 262A - Spanish Culture
Designation- General Education
Postponed at SAC Request

212. SPA 270A - Readings in Spanish Literature
Designation- General Education
Postponed at SAC Request

213. SPA 271A – Readings in Spanish Literature (Women Writers)
Designation- General Education
Postponed at SAC Request

214. SPA 260A – Spanish Culture
Designation- Cultural Literacy
Postponed at SAC Request

215. SPA 261A – Spanish Culture
Designation – Cultural Literacy
Postponed at SAC Request

216. SPA 262A – Spanish Culture
Designation- Cultural Literacy
Postponed at SAC Request

217. SPA 270A – Readings in Spanish Literature
Designation – Cultural Literacy
Postponed at SAC Request

218. SPA 271A – Readings in Spanish Literature (Women Writers)
Designation – Cultural Literacy
Postponed at SAC Request

276. ATH 230 – Native North Americans of the Northwest
Designation – General Education
Postponed at SAC Request

277. ATH 231 – Native North Americans of the Northwest
Designation – General Education
Postponed at SAC Request

278. ATH 232 – Native North Americans
Designation – General Education
Postponed at SAC Request

284. ATH 231 – Native Americans of the N.W.
Designation – Cultural Literacy
Postponed at SAC Request

285. ATH 232 – Native North Americans
Designation – Cultural Literacy
Postponed at SAC Request

314. PHL 210 – Asian Philosophy
Designation – Cultural Literacy
Postponed at SAC Request

366. CH 221H – General Chemistry I: Honors
New Course

367. CH 222H – General Chemistry II: Honors
New Course

368. CH 223H – General Chemistry III: Honors
New Course

393. SOC 206 - General Sociology – Social Problems
Designation – Cultural Literacy

396. SOC 214A – Illumination Project 1
Designation – Cultural Literacy

397. SOC 214B – Illumination Project 2
Designation – Cultural Literacy

398. SOC 214C – Illumination Project 3
Designation – Cultural Literacy

406. GEO 105 – Introduction to Human Geography
Course Revision – Out

407. GEO 106 – Geography of the Developed World
Course Revision – Out

408. GEO 107 – Geography of the Developing World
Course Revision – Out

409. GEO 204 – Geography of the Middle East
Course Revision – Out

410. GEO 206 – Geography of Oregon
Course Revision – Des, Out

411. GEO 230 – Geography of Race & Ethnic Conflicts
Course Revision – Out

412. GEO 105 – Introduction to Human Geography
Designation – Cultural Literacy

413. GEO 106 - Geography of the Developed World
Designation – Cultural Literacy

414. GEO 107 - Geography of the Developing World
Designation – Cultural Literacy

415. GEO 204 - Geography of the Middle East
Designation – Cultural Literacy

416. GEO 206 - Geography of Oregon
Designation – Cultural Literacy

417. GEO 230 - Geography of Race & Ethnic Conflicts
Designation – Cultural Literacy

427. MM 240 – MM Authoring II-Scripting
Course Revision – Des, Out
Postponed at SAC Request

428. MM 241 – MM Authoring III-Scripting
Course Revision – Des, Out
Postponed at SAC Request

436. MUC 166 – The Music Business: Career Opportunities and Self Defense
New Course

508. DS 101 – Engine Rebuild and Lab Procedures
Course Revision – Title, Des, Outcomes

509. DS 104 – Fundamentals of Electricity and Electronics
Course Revision – Des, Outcomes

510. DS 204 – DS Start/Charge & Elec Cntl Sys
Course Revision – Title, Des, Outcomes

511. DS 101 – Diesel Engine Rebuild and Lab Procedures
Related Instruction

512. DS 104 – Fundamentals of Electricity and Electronics
Related Instruction

513. DS 204 – DS, Starting, Charging and Electronic Control Systems
Related Instruction

530. AM 280A – CE: Automotive Service
Course Revision – Outcomes

New Business:

532. OMT 250 – Ophthalmic Imaging
New Course

533. OMT 209 – Surgical Assisting Procedures
Contact/Credit Hour – course revision came through in December 2010

534. OMT 121 – Practicum I
Course Revision – Req, Out

535. OMT 222 – Practicum II
Course Revision – Title, Req, Out

536. OMT 231 – Seminar I
Course Revision – Des, Req, Out

537. MCH 120 – Machine Shop Math
Course Revision – Out

538. MCH 130 – Machine Shop Trigonometry
Course Revision – Out

539. MCH 259 – CNC Programming Lathe
Course Revision – Out

540. MCH 272 – Mastercam Level 1
Course Revision – Des, Out

541. MCH 280 – CE: Machine Technology
Course Revision – Out

542. MCH 120 – Machine Shop Math
Related Instruction

543. MCH 130 – Machine Shop Trigonometry
Related Instruction

544. MCH 259 – CNC Programming Lathe
Related Instruction

545. MCH 272 – Mastercam Level 1
Related Instruction

546. MCH 280 – Machine Technology
Related Instruction

547. SOC 214A – The Illumination Project 1
Course Revision – Des, Out

548. SOC 214B – The Illumination Project 2
Course Revision – Des, Out

549. SOC 214C – The Illumination Project 3
Course Revision – Des, Out

550. SOC 214A – The Illumination Project 1
Designation – General Ed

551. SOC 214B – The Illumination Project 2
Designation – General Ed

552. SOC 214C – The Illumination Project 3
Designation – General Ed

553. AM 281 – CE: Automotive Service Lab
New Course

554. MM 130 – MM Graphic Video & Audio Prod
Course Revision – Des, Out

555. MM 140 – Multimedia Authoring I
Course Revision – Des, Out

556. ATH 212 – Introduction to Shamanism
Designation – General Education

557. EM 101 – Intro to Emergency Services
Course Revision – Des, Out

558. EM 103 – Introduction to Radio Communication
Course Revision – Des, Out

559. ETC 103 – Intro to Emergency Telecommunications
Course Revision – Des, Out

560. ETC 104 – Emergency Telecommunicator: Call-Taking
Course Revision – Des, Out

561. ETC 105 – Crisis Intervention & CISM
Course Revision – Des, Out

562. ETC 106 – Introduction to Criminal Law
Course Revision – Des, Out

563. ETC 108 – Transcription for Telecommunicators
Course Revision – Des, Out

564. ETC 110 – Communication Center Operations – Basic Skills
Course Revision – Des, Out

565. ETC 111 – Communication Center Operations – Intermediate Skills
Course Revision – Des, Out

566. ETC 112 – Communication Center Operations – Advanced Skills
Course Revision – Des, Out

567. ETC 115 – Emergency Telecommunications- Capstone
Course Revision – Des, Out

568. ETC 201 – LEDS
Course Revision – Des, Out

569. ETC 202 – EMD Overview
Course Revision – Des, Out

570. ETC 203A – Tactical Communication for High Risk Incidents
Course Revision – Des, Out

571. EM 101 – Introduction to Emergency Services
Related Instruction

572. EM 103 – Introduction to Radio Communication
Related Instruction

573. ETC 103 – Introduction to Emergency Telecommunications
Related Instruction

574. ETC 104 – Emergency Telecommunications: Call-Taking
Related Instruction

575. ETC 105 – Crisis Intervention & Critical Incident Stress Management
Related Instruction

576. ETC 106 – Introduction to Criminal Law
Related Instruction

577. ETC 108 – Transcription for Telecommunicators
Related Instruction

578. ETC 110 – Communication Center Operations – Basic Skills
Related Instruction

579. ETC 111 – Communications Center Operations – Intermediate Skills
Related Instruction

580. ETC 112 – Communication Center Operations – Advanced Skills
Related Instruction

581. ETC 115 – Emergency TeleCommunicator: Capstone
Related Instruction

582. ETC 202 – Emergency Medical Dispatch: Overview
Related Instruction

583. AMT 101 – Introduction to A & P
Course Revision – Title, Out

584. AMT 102 – Aircraft Electricity I
Course Revision – Title, Out

585. AMT 105 – Aviation CFRs and Related Subjects
Course Revision – Out

586. AMT 115 – Aircraft Structures and Inspection
Course Revision – Title, Out

587. AMT 117 – Reciprocating Engine Theory and Maintenance
Course Revision – Out

588. AMT 120 – Propellers and Engine Installation
Course Revision – Out

589. AMT 121 – Turbine Engine Theory and Maintenance
Course Revision – Out

590. AMT 123 – Ignition Systems
Course Revision – Title, Out

591. AMT 203 – Aircraft Electricity II
Course Revision – Out

592. AMT 204 – Aircraft Electricity III
Course Revision – Out

593. AMT 208 – Aircraft Systems
Course Revision – Title, Out

594. AMT 212 – Sheet Metal
Course Revision – Out

595. AMT 213 – Hydraulics, Pneumatics, and Landing Gear
Course Revision – Title, Out

596. AMT 218 – Powerplant Inspection
Course Revision – Out

597. AMT 219 – Turbine Engine Overhaul
Course Revision – Out

598. AMT 222 – Reciprocating Engine Overhaul
Course Revision – Title, Out

599. AMT 101 – Introduction to A&P
Related Instruction

600. AMT 102 - Aircraft Electricity I
Related Instruction

601. AMT 105 – Aviation CFRs and Related Subjects
Related Instruction

602. AMT 106 – Aircraft Applied Science
Related Instruction

603. AMT 107 – Materials and Processes
Related Instruction

604. AMT 115 – Aircraft Structures and Inspections
Related Instruction

605. AMT 117 – Reciprocating Engine Theory and Maintenance
Related Instruction

606. AMT 120 – Propellers and Engine Installation
Related Instruction

607. AMT 121 – Turbine Engine Theory and Maintenance
Related Instruction

608. AMT 123 – Ignition Systems
Related Instruction

609. AMT 203 – Aircraft Electricity II
Related Instruction

610. AMT 204 – Aircraft Electricity III
Related Instruction

611. AMT 208 – Aircraft Systems
Related Instruction

612. AMT 212 – Sheet Metal
Related Instruction

613. AMT 213 – Hydraulics and Landing Gear
Related Instruction

614. AMT 218 – Powerplant Inspection
Related Instruction

615. AMT 219 – Turbine Engine Overhaul
Related Instruction

616. AMT 222 – Reciprocating Engine Overhaul
Related Instruction

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 232	Proposed prefix and number	N/A
Current course title	Seminar II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class.	Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included. Students must enroll in this class if they are enrolled in second year Practicum. May be repeated two times for credit.
Reason for change	Clarity.

LEARNING OUTCOMES: Describe what 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
None	<ol style="list-style-type: none"> 1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: OMT 222, 223 or 224	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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If yes. 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
Joanne Harris	jmharris@pcc.edu	1/13/11
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	1/13/11

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:	Chemistry	Submitter name Phone Email	Kenneth Friedrich 5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 221H	# Credits:	5
Course Title: 60 characters max	General Chemistry I: Honors	Transcript Title (30 characters max)	Gen Chem I: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours): 3
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	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	An honors version of General Chemistry I. Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. This is the first course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Recommended: Successful completion of high school or a college chemistry class with a lab component in the last 3 years. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111 AND 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

After completion of this course, students will:

- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Honors Specific Outcomes

- use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest.

	<ul style="list-style-type: none"> effectively communicate (verbally and written) about sources of scientific information, including primary literature and topics from professional scientific presentations, discussing the bias, strengths and weaknesses of the information and the effect of the chemistry and chemical concepts on themselves and their environment. Use sustainability ideas and tools to identify and assist green chemistry innovation.
Course activities and design: (from CCOG)	This Honors version of General Chemistry I will require students to investigate, critically evaluate and effectively communicate about primary sources of scientific research and topics from professional scientific presentations. In addition, students will independently apply the scientific method to research a known or unknown scientific question.
Outcomes assessment strategies:	Written report or oral research presentation on primary scientific literature. Written assessment of the bias, strengths and weaknesses of scientific literature.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Content and concepts are identical to CH 221. Engagement in the scientific process.
Reason for the new course	This course creates an Honors version of CH 221.

Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability:	<input type="checkbox"/> Completed Transferability Status form

(minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other
Identify comparables at Oregon schools	N/A
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS; AA	# credits: 5
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of a year long series that fulfills the general lab science elective.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Patty Maazouz	patty.maazouz@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 – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Chemistry	Submitter name Phone Email	Kenneth Friedrich 5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 222H	# Credits:	5
Course Title: 60 characters max	General Chemistry II: Honors	Transcript Title (30 characters max)	Gen Chem II: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours): 3
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	An honors version of General Chemistry II. Introduces stoichiometry; chemical reactions and equations; thermo chemistry; physical states of matter including properties of gases, liquids, solids and solutions; an introduction to organic chemistry; and chemical kinetics. This is the second course in a three course sequence. Prerequisite: A "B" letter grade in CH221 or CH221H AND 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH

prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

After completion of this course, students will:

- apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Honors Specific Outcomes

- use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest.
- effectively communicate (verbally and written) about sources of scientific information, including primary literature and topics from professional scientific

	<p>presentations, discussing the bias, strengths and weaknesses of the information and the effect of the chemistry and chemical concepts on themselves and their environment.</p> <ul style="list-style-type: none"> • Use sustainability ideas and tools to identify and assist green chemistry innovation.
Course activities and design: (from CCOG)	This Honors version of General Chemistry II will require students to investigate, critically evaluate and effectively communicate about primary sources of scientific research and topics from professional scientific presentations. In addition, students will independently apply the scientific method to research a known or unknown scientific question.
Outcomes assessment strategies:	<p>Written report or oral research presentation on primary scientific literature.</p> <p>Written assessment of the bias, strengths and weaknesses of scientific literature.</p> <p>Written assessment of the bias, strengths, weaknesses and “greenness” of scientific experiments.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Content and concepts are identical to CH 222.</p> <p>Engagement in the scientific process.</p>
Reason for the new course	This course creates an Honors version of CH 222.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	<p><input checked="" type="checkbox"/> required or support for major</p> <p><input checked="" type="checkbox"/> general education distribution requirement</p> <p><input checked="" type="checkbox"/> general elective</p> <p><input type="checkbox"/> other (provide details)</p>
Provide evidence of transferability:	<input type="checkbox"/> Completed Transferability Status form

(minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other
Identify comparables at Oregon schools	N/A
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS; AA	# credits: 5
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of a year long series that fulfills the general lab science elective.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Patty Maazouz	patty.maazouz@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 – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Chemistry	Submitter name Phone Email	Kenneth Friedrich 5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 223H	# Credits:	5
Course Title: 60 characters max	General Chemistry III: Honors	Transcript Title (30 characters max)	Gen Chem III: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours): 3
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	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	An honors version of General Chemistry III. Introduces acid-base chemistry, ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. This is the third course in a three course sequence. Prerequisite: A "B" letter grade in CH222 or CH222H AND 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH

prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

After completion of this course, students will:

- apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Honors Specific Outcomes

- use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest.
- effectively communicate (verbally and written) about sources of scientific

	<p>information, including primary literature and topics from professional scientific presentations, discussing the bias, strengths and weaknesses of the information and the effect of the chemistry and chemical concepts on themselves and their environment.</p> <ul style="list-style-type: none"> • Use sustainability ideas and tools to identify and assist green chemistry innovation.
Course activities and design: (from CCOG)	This Honors version of General Chemistry III will require students to investigate, critically evaluate and effectively communicate about primary sources of scientific research and topics from professional scientific presentations. In addition, students will independently apply the scientific method to research a known or unknown scientific question.
Outcomes assessment strategies:	<p>Written report and oral presentation on the design, development, implementation and results of a laboratory research experiment.</p> <p>Students will be encouraged to participate at a national or regional chemistry conference by presenting experimental results.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Content and concepts are identical to CH 223.</p> <p>Engagement in the scientific process.</p>
Reason for the new course	This course creates an Honors version of CH 223.

Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	<p>X required or support for major</p> <p>X general education distribution requirement</p> <p>X general elective</p> <p><input type="checkbox"/> other (provide details)</p>

Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other
Identify comparables at Oregon schools	N/A
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS; AA	# credits: 5
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of a year long series that fulfills the general lab science elective.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Patty Maazouz	patty.maazouz@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 – 4 th floor.	

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SOC 206	Course Title:	Sociology in Everyday Life
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Course Description:	Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
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List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal
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Criteria.	biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The analysis of social problems inherently integrates the critical analysis of complex social issues, with an examination of the cultural conditions and perceptions of social problems, the diverse historical and current causes and consequences of problems, the stratified systems of power, privilege, and discrimination in which they exist, and the policies and actions that might be created or taken to address the problems.
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SOC 214A	Course Title:	Illumination Project 1
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Course Description:	Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as institutional privilege, power and oppression, social identity, cultural assumptions and discrimination. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the first course of a three course sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and instructor permission.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
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<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The analysis of social problems in this course integrates the critical analysis of complex social issues, with an examination of the cultural conditions and perceptions of social problems, the diverse historical and current causes and consequences of the problems, the stratified systems of power, privilege and discrimination in which they exist, and the policies and actions that might be created or taken to address the problems.</p> <p>The critique of institutionally perpetuated systematic discrimination is integral to this course. Issues addressed specifically include societal and individual concepts and attitudes around race, class, gender, religion, sexual orientation, age and ability.</p> <p>Students identify and analyze issues of difference in regards to their own and other's social locations and culturally-based assumptions, the effects of discrimination on individuals and society and empathizing with others across difference.</p>
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu
SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SOC 214B	Course Title:	Illumination Project 2
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Course Description:	Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as racism, immigration, xenophobia, institutional privilege and oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the second course of a three course sequence. Prerequisites: SOC 214a and instructor permission.
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Course Outcomes:	<ol style="list-style-type: none">1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions.2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.3. Empathize with people, cultures and communities from backgrounds different than themselves.4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
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	<p>5. Use an understanding of social theories to educate others about institutional oppression and inequities based on racism and xenophobia as well as potential solutions to social problems.</p>
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action. 5. Use an understanding of social theories to educate others about institutional oppression and inequities based on racism and xenophobia as well as potential solutions to social problems.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<p>The analysis of social problems in this course integrates the critical analysis of complex social issues, with an examination of the cultural conditions and perceptions of social problems, the diverse historical and current causes and consequences of the problems, the stratified systems of power, privilege and discrimination in which they exist, and the policies and actions that might be created or taken to address the problems.</p> <p>The critique of institutionally perpetuated systematic discrimination is integral to this course. Students identify and analyze issues of difference in regards to their own and other’s social locations and culturally-based assumptions. Issues addressed specifically include societal and individual concepts and attitudes around institutional oppression and inequities based on racism and xenophobia, empathizing with others across these differences, as well as educating others to identify and analyze values and beliefs associated with social problems.</p>
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SOC 214C	Course Title:	Illumination Project 3
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Course Description:	Applies the sociological perspective to the study of social problems and possible solutions. Explores institutional oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, educational methods and practice, social change interventions, creative production and basic acting. This is the third course of a three course sequence. Prerequisites: 214b and instructor permission.
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Course Outcomes:	<ol style="list-style-type: none">1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions.2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.3. Empathize with people, cultures and communities from backgrounds different than themselves.4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
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	<p>5. Use an understanding of social theories to educate others about institutional oppression based on culturally defined meanings of difference as well as potential solutions to those social problems.</p> <p>6. Be prepared to facilitate difficult dialogues at a basic level around controversial social issues in a community and academic setting.</p>
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions.</p> <p>2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.</p> <p>3. Empathize with people, cultures and communities from backgrounds different than themselves.</p> <p>4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.</p> <p>5. Use an understanding of social theories to educate others about institutional oppression based on culturally defined meanings of difference as well as potential solutions to those social problems.</p> <p>6. Be prepared to facilitate difficult dialogues at a basic level around controversial social issues in a community and academic setting.</p>
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<p>The analysis of social problems in this course integrates the critical analysis of complex social issues, with an examination of the cultural conditions and perceptions of social problems, the diverse historical and current causes and consequences of the problems, the stratified systems of power, privilege and discrimination in which they exist, and the policies and actions that might be created or taken to address the problems.</p> <p>The critique of institutionally perpetuated systematic discrimination is integral to this course. Students identify and analyze issues of difference in regards to their own and other’s social locations and culturally-based assumptions. Issues addressed specifically include societal and individual concepts and attitudes around institutional oppression based on culturally defined meanings of difference, empathizing with others across these differences, as well as educating others to identify and analyze values and beliefs associated with social problems.</p>
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 105	Proposed prefix and number	No Change
Current course title	Introduction to Human Geography	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate an understanding of the physical and human characteristics of places. • Apply geography to interpret the past; how geographic processes affected history. • Apply geography to interpret the present and plan for the future, to solve problems and make decisions. 	<ul style="list-style-type: none"> • Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world. • Use discussions of human-environment interaction to better understand and respond to issues of climate change and resource scarcity. • Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes. • Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

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

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

If yes. 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 106	Proposed prefix and number	No Change
Current course title	Geography of the Developed World	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Recognize the physical and human characteristics of places. Recognize characteristics, distribution and migration of population and impacts of migration on physical and human systems. Analyze patterns and functions of human settlement, locations and internal structure of cities; causes of change in settlements. 	<ul style="list-style-type: none"> Become more aware of global issues of population growth and population decline by applying measures of fertility and mortality. Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past. Explore his or her role in an increasingly globalized world, specifically as part of a technological, commerce-driven culture. Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal.

Reason for change

Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

☒ no

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 107	Proposed prefix and number	No Change
Current course title	Geography of the Developing World	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Identify characteristics of cultural mosaics; how cultures change; how cultures influence regional characteristics; how technology affects standard of living. Analyze patterns and networks of economic interdependence; how people earn a living; issues in local and global economy. Classify and describe the spatial distribution of various economic systems and evaluate their relative merits in terms of productivity and the social welfare of workers. Evaluate the ways in which technology has expanded the human capability to modify the physical environment. Explain why places have specific physical and human characteristics in different parts of the world. 	<ul style="list-style-type: none"> Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer. Link the growing economies of Asia, Latin America, and the Middle East to changes in the local and national economy. Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers. Engage in informed discussion and debate over current political, social, and economic events in developing areas of the world.

Reason for change	Incorporation of more "active" words, and more of a focus on direct applications of geography outside of the classroom.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

☐ yes

	<input checked="" type="checkbox"/> no
<p>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.</p>	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 204	Proposed prefix and number	No Change
Current course title	Geography of the Middle East	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Explain the main geographic qualities of the Middle East. Distinguish various Middle Eastern countries and describe their modern economic, social, and political status. Analyze the interrelationship between human culture and the physical environment (i.e., culture and nature) in a regional context. Describe how religion influences the development of human townscape. Evaluate the geopolitics of the Middle East based on natural resources (i.e. water, oil) presence and distribution within the region. Have a methodological framework in which they can better understand the Middle East international relations including US Middle East relations. Describe the ethnic, linguistic, and religious diversity within the Middle East and how these differences relate to current internal conflicts and external interventions. Have an opportunity to compare their own dominant value systems with those of Middle Easterners and possibly confront their own ethnocentrism. 	<p>Upon successful completion of Geography 204 the student will be able to:</p> <ul style="list-style-type: none"> Analyze the interrelationship between human culture and the physical environment (i.e., culture and nature) in a regional context. Evaluate the geopolitics of the Middle East based on the presence and distribution of natural resources within the region. Critically analyze both intra- and inter-regional relations, including with the United States. Relate current internal conflicts and external interventions to the ethnic, linguistic, and religious diversity within the Middle East. Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 206	Proposed prefix and number	No Change
Current course title	Geography of Oregon	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
Examines various historical, social, economic and geographic factors that have made the Oregon landscape unique. Slides, films, videos, and overhead transparencies are utilized.	Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Major cultural and physical divisions are delineated to better understand the state's significant diversity. The growth of Oregon is placed into context with regional and national growth, and there is a specific emphasis on current issues and trends.

Reason for change	Changed to provide more detail about course content and add emphasis on current trends and issues.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Describe selected Oregon counties/regions at different times in their history. Explain why different Oregon counties/regions have specific physical and human characteristics. Evaluate how the people of Oregon interact(ed) with the physical environment to form the Oregon landscape. Describe how physical processes affect different counties/regions of Oregon. 	<ul style="list-style-type: none"> Describe and interpret selected Oregon cultural and physical regions at different points in history. Evaluate how the people of Oregon have interacted with the physical environment to form the modern-day Oregon landscape. Become more aware of the changing cultural, social, and economic characteristics of the state of Oregon. Become involved with ongoing decisions about land use policy, urban growth, and economic development.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

If yes. 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 230	Proposed prefix and number	No Change
Current course title	Geography of Race & Ethnic Conflicts	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Develop a global approach to contemporary race and ethnic conflicts. • Better understand the ethnic roots of current international conflicts. • Understand the relations between resource scarcity and racial conflicts. • Understand the relations between racial/ethnic conflicts and development. • Examine the consequences of stereotyping and cultural, social and economic prejudice. • Examine their own possible ethnocentrism. 	<p>Upon successful completion of Geography 230 the student will be able to:</p> <ul style="list-style-type: none"> • Take a global approach to the analysis of contemporary race and ethnic conflicts. • Relate the history of cultural groups to the ethnic roots of current international conflicts. • Relate issues of resource scarcity and development to current racial and ethnic conflicts. • Compare their own value systems with those of other cultures and possibly confront their own ethnocentrism. • Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	GEO 105	Course Title:	Introduction to Human Geography
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Course Description:	Introduces key geographic themes of location, place, region, human-environment interaction, and mobility. Includes an examination of spatial patterns of topics such as language, religion, culture, population, cooperation and conflict, natural resources, migration, and political organization. All of these are addressed at varying scales and with respect to their influence on the global landscape. Special attention is given to current issues and events.
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Course Outcomes:	<p>Upon successful completion of Geography 105 the student will be able to:</p> <ul style="list-style-type: none"> Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world. Use discussions of human-environment interaction to better understand and respond to issues of climate change and resource scarcity. Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes. Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes. • Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<ul style="list-style-type: none"> • Geographic analysis of religion, language, and political regions highlight differing viewpoints towards the role of many groups, including women and cultural minorities. • The geography of environmental degradation (pollution, for example) often highlights socio-economic differences in a society, or between societies. • Analysis of western vs. eastern viewpoints of nature shows differences in policy regarding environmental and social issues.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

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3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	GEO 106	Course Title:	Geography of the Developed World
Course Description:	An examination of world regions with developed industrial and service economies, including Europe, the United States, Canada, the former Soviet Union, Japan, Australia, and New Zealand. Topics include spatial patterns of economic development, resource use, international trade, population and migration, transportation, and urban landscapes. Each region is analyzed as part of the larger global community, with a specific emphasis on current issues and trends.		
Course Outcomes:	Upon successful completion of Geography 106 the student will be able to: <ul style="list-style-type: none">• Become more aware of global issues of population growth and population decline by applying measures of fertility and mortality.• Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past.• Explore his or her role in an increasingly globalized world, specifically as part of a technological, commerce-driven culture.• Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal.		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past. Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<ul style="list-style-type: none"> Historical and geographical analysis of immigration to the United States highlights the difficulties many groups have faced with discrimination; these events can be related to modern-day discussions of immigration policy and cultural attitudes to both legal and illegal immigrants. A survey of most cities reveals significant divides between the location of ethnic, socio-economic, and racial groups. By studying urban history and city planning policies, students are able to understand the reasons for these differences and place them in a broader historical context.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	GEO 107	Course Title:	Geography of the Developing World
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Course Description:	An examination of world regions, including non-western cultures, with an undeveloped or developing industrial base including lower standards of living. Particular attention is given to Asia, Central and South America, and Africa. Topics include the spatial patterns of agriculture, industrial development, resource use, population and migration, religious and political conflict, and cultural landscapes. Each region is analyzed as part of the larger global community, with a specific emphasis on current issues and trends.
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Course Outcomes:	<p>Upon successful completion of Geography 107 the student will be able to:</p> <ul style="list-style-type: none">• Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer.• Link the growing economies of Asia, Latin America, and the Middle East to changes in the local and national economy.• Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers.• Engage in informed discussion and debate over current political, social, and economic events in developing areas of the world.
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List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer. • Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<ul style="list-style-type: none"> • By studying global trends in food production and food network linkages, students are able to consider the impact of their own consumerism. This includes discussions of how developed countries have dramatically influenced the type and intensity of agriculture in the developing world. • Our understanding of other cultures, social networks, and political systems is influenced by our own cultural biases. Many of students' opinions of other cultures are formed from incomplete data. By learning more about these other groups, students are able to more critically evaluate cultures and systems that differ from ours.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

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3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	GEO 204	Course Title:	Geography of the Middle East
Course Description:	<p>Examines the impacts of different physical and cultural factors in formation, development, and distribution patterns of human settlements, and studies the influence of religious beliefs as well as other cultural elements in the evolution of human landscapes and the quality of life within the region. Study the Middle East as a culturally diverse region (i.e. not a monolith) and learn about the dominant value systems held by different Middle Eastern societies. Among issues discussed in class are population issues, urbanization processes, traditionalism, modernity, male-female relations, feminism, democracy, and westernization.</p>		
Course Outcomes:	<p>Upon successful completion of Geography 204 the student will be able to:</p> <ul style="list-style-type: none"> Analyze the interrelationship between human culture and the physical environment (i.e., culture and nature) in a regional context. Evaluate the geopolitics of the Middle East based on the presence and distribution of natural resources within the region. Critically analyze both intra- and inter-regional relations, including with the United States. Relate current internal conflicts and external interventions to the ethnic, linguistic, and religious diversity within the Middle East. Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism. 		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Relate current internal conflicts and external interventions to the ethnic, linguistic, and religious diversity within the Middle East. • Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<ul style="list-style-type: none"> • Many students have misconceptions of cultural groups in the Middle East due to personal or media biases. This course considers the reasons for these biases by analyzing the historical, cultural, and religious background of people in the Middle East. • These biases are placed into context with discussions of U.S.-Middle Eastern relations, including a historical analysis of how political leaders have often attempted to accentuate the differences between groups.
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

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Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	GEO 206	Course Title:	Geography of Oregon
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Course Description:	Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Major cultural and physical divisions are delineated to better understand the state's significant diversity. The growth of Oregon is placed into context with regional and national growth, and there is a specific emphasis on current issues and trends.
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Course Outcomes:	<p>Upon successful completion of Geography 206 the student will be able to:</p> <ul style="list-style-type: none">• Describe and interpret selected Oregon cultural and physical regions at different points in history.• Evaluate how the people of Oregon have interacted with the physical environment to form the modern-day Oregon landscape.• Become more aware of the changing cultural, social, and economic characteristics of the state of Oregon.• Become involved with ongoing decisions about land use policy, urban growth, and economic development.
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List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Become more aware of the changing cultural, social, and economic characteristics of the state of Oregon. • Become involved with ongoing decisions about land use policy, urban growth, and economic development.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<ul style="list-style-type: none"> • Oregon continues to attract immigrants from all over the United States and the world. Students become more aware of cultural diversity issues once they understand who these groups are, what conditions they come from, and why they have resettled to Oregon. These current waves of migration are compared to earlier periods, to see how attitudes and policies towards immigration have changed. • This includes discussions of how land use policy is changing to accommodate the population influx. A number of competing interests are considered, including agriculture and development, and industry and environment.
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	GEO 230	Course Title:	Geography of Race & Ethnic Conflicts
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Course Description:	Examines the issues of race and ethnicity and their interrelationships with contemporary global patterns of political factionalism, economic disparity, religious fervor and ethnic nationalism. Learn how these issues influence the processes of development for various countries (developed and developing) throughout the world.
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Course Outcomes:	<p>Upon successful completion of Geography 230 the student will be able to:</p> <ul style="list-style-type: none">• Take a global approach to the analysis of contemporary race and ethnic conflicts.• Relate the history of cultural groups to the ethnic roots of current international conflicts.• Relate issues of resource scarcity and development to current racial and ethnic conflicts.• Compare their own value systems with those of other cultures and possibly confront their own ethnocentrism.• Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Relate the history of cultural groups to the ethnic roots of current international conflicts. • Relate issues of resource scarcity and development to current racial and ethnic conflicts. • Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<ul style="list-style-type: none"> • Ethnic and racial conflict is often caused by differences (whether perceived or real) between cultural groups. These differences are placed in historical context so students are better able to understand the reasons for (and possible solutions to) conflict. • Conflict can also be rooted in competition over resources. Students explore issues of development, resource use, and globalization to understand how conflicts can be affected by external economic forces.
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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Send completed form electronically to curriculum@pcc.edu

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Professional Music	Submitter name phone and email	Allen Jones, ext. 5226 ajones@pcc.edu
Prefix and Course Number:	MUC 166	Credits:	2
Course Title: (60 characters max)	Songwriting and Music Publishing	Transcript Title (30 characters max)	Songwriting and Music Publishing
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 2	Lecture: 2 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin 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)			
Covers the basic forms of popular music songwriting. Includes the opportunity to create songs, individually and in collaboration with others. Includes the business aspects of music publishing and how they effect the songwriter.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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)	Students will: <ul style="list-style-type: none"> • Apply knowledge of genres (e.g. country, rap, hard rock), forms (e.g. verses, choruses, bridges) and aspects of a song (e.g. hooks and pre-hooks) to create and modify contemporary songs. • Engage in the songwriting process from creation of a first draft through revision and preparation for a demo recording. • Apply knowledge of various royalties that songwriters may earn through recordings, radio and television airplay, printed music and the use of songs in plays, film, and television to market songs effectively. • Distinguish between using a music publisher, self-publishing, and co-publishing to make an informed choice regarding song publication. • Compare and contrast the various performing rights organizations to maximize financial return for the songwriter and music publisher. • Use appropriate procedures to submit a song for publication and performing rights.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Examining the words and music of songs by other writers, and analyzing the student’s own songs. • Recording at least one song, evaluating songs by other students. • Playing recordings of songs, and explaining the structure of these songs. • Collaborating with another student on at least one song. • Examining actual music publishing and performance rights contracts and go through the application process.
Outcomes assessment strategies: (from CCOG)	Students will: <ul style="list-style-type: none"> • Present their songs to the class for critique. • Students will analyze their own songs. • Students will record at least one song. • Provide a rationale for choosing a publishing option and performing rights organization.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> • Writing and re-writing songs. • Examining royalty and performing rights agreements in song contracts. • Evaluating existing songs by listening to recordings and examining lyrics. • Develop the ability to distinguish between verses, choruses, bridges, and refrains.

- Understand the differences in popular songs in various styles (e.g a country vs. a rap song or a hard rock song.

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.	Addresses a specific instructional need.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Professional Music	# credit: 2
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Unknown.
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	No.

yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None.
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Allen Jones	ajones@pcc.edu	12 January 2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	12 January 2011

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ 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	Diesel Service Technology	Submitter name Phone Email	Robert Bonner 503 614 7489 rbonner@hotmail.com
Current prefix and number	DS101	Proposed prefix and number	
Current course title	Engine Rebuild and Lab Procedures	Proposed title (60 characters max)	Diesel Engine Rebuild and Lab Procedures
Reason for title change	To specifically emphasize Diesel engine rebuild	Proposed transcript title (30 characters max)	Diesel rebuild and Lab

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 engine theory, engine components, and proper diesel engine rebuild procedures. Introduces basic engine electrical and fuel systems, shop tool use and maintenance.	Cover engine theory, engine components, and proper diesel engine rebuild procedures. Includes basic engine electrical and fuel systems, shop tool use and maintenance
Reason for change	Change "introduce" to "include".

LEARNING OUTCOMES: Describe what 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
x	<p>Analyze and determine the problem and implement the correct repair of diesel engines, components and systems.</p> <p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Robert Bonner	rbonner@pcc.edu	Dec. 9, 2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Robert Bonner
		Phone	503 614 7489
		Email	rbonner@hotmail.com
Current prefix and number	DS104	Proposed prefix and number	
Current course title	Fundamentals of Electricity and Electronics	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Fundamentals of electricity, electrical circuitry and components. Practice on electrical components and live circuitry.	<p>Covers basic electrical theory, electrical components, and proper electric diagnostic procedures.</p> <p>Introduced to basic electrical systems, diagnostic tool use and maintenance.</p> <p>Includes Cummins Electronic Engine controls and basic multiplexing.</p>

Reason for change	To better explain content and address related instruction.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
x	<p>Basic theory of automotive electricity, components, schematics, controls and how they all relate to make a complete system.</p> <p>Diagnose and repair electrical circuits. Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Robert Bonner	rbonner@pcc.edu	Dec, 9,2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Robert Bonner
		Phone	503 614 7489
		Email	rbonner@hotmail.com
Current prefix and number	DS204	Proposed prefix and number	
Current course title	DS Start/Charge & Elec Cntl Sy	Proposed title (60 characters max)	Diesel Starting, Charging and Electronic Control Systems
Reason for title change	Better explanation of course	Proposed transcript title (30 characters max)	DSL Start/Charge & Elect Controls

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
Overhaul system components and practice live trouble shooting of heavy duty electrical and electronic system	Covers advanced automotive electrical theory, electrical components, and proper electric diagnostic and repair procedures. Includes advanced automotive electrical systems, diagnostic tool use and maintenance.

Reason for change	To bring CCOGs into compliance with new requirements and address related instruction
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
x	<p>Analyze and determine the problem and implement the correct repair of automotive electrical components and systems.</p> <p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>

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

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ 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
Robert Bonner	rbonner@pcc.edu	Dec . 9, 2010
SAC Administrative Liaison	Email	Date

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:	Diesel Service Technology	Submitter:	Robert Bonner
Prefix and Course Number:	DS 101	Submitter Phone and Email:	503 614 7489 rbonner@pcc.edu
Credit	12	Course Title:	Diesel Engine Rebuild and Lab Procedures

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)	65
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<p>Analyze and determine the problem and implement the correct repair of diesel engines, components and systems.</p>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Disassemble, measure, reassemble, start and run a diesel engine. Which includes measuring all components, calculating wear and determining reusability by comparing to service manual specifications. • Measuring tools, including metric system. This includes standard and metric methods of measurement and converting from one to the other. • Fasteners and their use. Identify fasteners and fittings by measuring diameter, thread size, angle of surfaces and type of material. • History and operational theory of diesel engines Crank shaft angles, degrees of cam shaft timing, degrees of fuel injection timing. Formulas to compute horse power and torque output of the engine. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	144
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Develop a portfolio of all work and projects <p>This is a daily log of activities, classroom lecture notes, lab projects and hand outs</p> <p>This includes a verbal explanation by the instructor of the project requirement and a verbal explanation by students of what the project accomplished, the procedure used and where specifications were found.</p> <p>Students are required to contact the dealer involved to research parts or service procedures.</p>		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	111
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Disassemble, measure, reassemble, start and run a diesel engine. <p>The engine project is a team project using two students to an engine. Students must work together sharing information and work load.</p> <p>Students must work together to schedule the sharing of shop tools, equipment and daily shop clean up.</p> <p>Students conduct any needed correspondence with a dealer.</p>		
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: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.

Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.

☐ Communication

Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.

Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.

☐ Human Relations

Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.

Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.

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:	Diesel Service Technology	Submitter:	Robert Bonner
Prefix and Course Number:	DS 104	Submitter Phone and Email:	503 614 7489 rbonner@pcc.edu
Credit	6	Course Title:	Fundamentals of Electricity and Electronics

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)

57

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

- Basic theory of automotive electricity, components, schematics, controls and how they all relate to make a complete system.
- Diagnose and repair electrical circuits.

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

- Ohm's law ($E=I \times R$)
Calculate circuit resistance, amperage and voltage drops.
- Watt's law ($P=I \times E$)
Calculate power of a component or circuit.
- Series Circuits
- Parallel Circuits
- Compound Circuits
Math formulas involved in computing voltage drop, amperage, total resistance and power in different types of electrical circuits for construction or diagnosis.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	6
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Develop a portfolio of all work and projects This is a daily log of activities, classroom lecture notes, lab projects and hand-outs. Cummins Electronic Engine controls and diagnosis. The Cummins engine control project is a team project using two or more students to an engine. They must work together sharing information and work load. Digital multi-meters and attachments The digital multi-meter project is a team project including work book and hands on tasks. These projects include a verbal explanation by the instructor of the project requirement and a verbal explanation by the student of what the project accomplished, the procedure used and where the specifications were found. Students are required to contact the dealer involved to research parts or service. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	21
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>The digital multi-meter workbook project and other hands on projects are a team effort.</p> <p>Students must work together sharing information and work load.</p> <p>All of the students must work as a community to schedule the sharing of shop tools and equipment and daily shop clean up.</p>		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Communication	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>

☐ Human Relations

Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.

Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.

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:	Diesel Service Technology	Submitter:	Robert Bonner
Prefix and Course Number:	DS 204	Submitter Phone and Email:	503 614 7489
Credit	6	Course Title:	DS Starting, Charging and Electronic Control Systems

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)

68

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

Analyze and determine the correct repair of automotive electrical components and systems.

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

- Disassemble, diagnose, assemble and test starters and generators.
This includes recording and calculating values based on meter readings.
- Automotive batteries.
This involves calculating test values according to industry specifications.
- Motor and generator theory.
This involves being able to calculate motor torque and horsepower values using RPMS, Amperes, and Volts
- Develop a portfolio of all work and projects.
This includes vehicle inspections to calculate the quality of electrical systems based on Ohm's law, Watts law and Kirchhoff's voltage and current laws

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	44
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication .		
Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Develop a portfolio of all work and projects. This includes a verbal explanation by the student of what the project accomplished, the procedure used and where the specifications were found. The student is required to contact the dealer involved to research parts or service procedures. • Disassemble, diagnose, assemble and test starters and generators. This is a team project where two or three students work together and discuss the problems found in the project and determine the remedy. • Automotive batteries. This is a team project where the students work together to test and determine the condition of batteries. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	21
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>The class projects are all team efforts where students work together sharing information and work load.</p> <p>All of the students must work together to schedule the sharing of shop tools and equipment and daily shop cleanup.</p>		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Communication	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Human Relations	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Automotive Service Technology	Submitter name Phone Email	Scott Morgan x8142 samorgan@pcc.edu
Current prefix and number	AM 280A	Proposed prefix and number	AM 280A
Current course title	CE: Automotive Service	Proposed title (60 characters max)	CE: Automotive Service
Reason for title change		Proposed transcript title (30 characters max)	CE: Automotive Service

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
Cooperative Education: Automotive Service Work outside of the classroom at a job performing diagnostic and repair work under the supervision of a professional automotive technician. Department permission required.	Includes automotive service work in a live shop setting performing diagnostic and repair work under the supervision of an automotive technician. Emphasis on independent learning and workplace skills with limited instruction. Work is mastered at an automotive repair facility. May be repeated two times for credit. Department permission required.

Reason for change	More complete explanation of course reflecting work completed “out there.”
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Students having successfully completed Cooperative Education will have achieved the following outcomes:</p> <ol style="list-style-type: none"> 1. Complete a successful job search and hiring process. 2. Demonstrate achievement of the ASRT program outcomes commensurate with their time in the program. 	<p>Students having successfully completed this course will be able to:</p> <ul style="list-style-type: none"> • Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision. • Communicate effectively with employers, customers and co-workers. • Access and utilize repair information in a rapidly changing technology. • Implement strategies and processes to solve basic vehicle repair problems. • Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Bart Ouchida	bouchida@pcc.edu	1/14/2011
SAC Administrative Liaison	Email	Date
Dan Findley	dfindley@pcc.edu	1/14/2011

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:	Ophthalmic Medical Technology	Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu	
Prefix and Course Number:	OMT 250	Credits: 3		
Course Title: (60 characters max)	Ophthalmic Imaging	Transcript Title (30 characters max)	Ophthalmic Imaging	
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 1	Contact hours:	Lecture: 3 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass		<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)				
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)				
Introduces the common forms of ophthalmic imaging (CT, MRI, CCT, HRT, and wave front), ophthalmic photography (external and fundus), and fluorescein angiography.				

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

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)	<ol style="list-style-type: none"> 1. Apply knowledge of ophthalmic imaging to use of diagnostic laser testing equipment in the clinic setting. 2. Use photographic principles to support clinical training and use of ophthalmic imaging.
Course activities and design: (from CCOG)	This course will be presented by means of lecture/discussion, audio/visual presentations, handouts and demonstrations. Guest speakers and field trips may be used to enhance mastery of course goals and student learning.
Outcomes assessment strategies: (from CCOG)	At the beginning of the course the instructor will detail the methods used to evaluate student progress and criteria for assigning a course grade. These may include examinations, quizzes, homework assignments, research papers, and student participation during class sessions.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> 1. Identify terms and definitions of basic photography including: <ol style="list-style-type: none"> a. Film vs. digital b. Exposure c. Focal length d. Depth of field e. Synchronization f. Beam splitters g. Reticles h. Ocular i. Focus j. Video k. Astigmatic correction 2. List steps required to perform fundus photography. 3. Identify photographic defects/artifacts. 4. Describe the relationship between shutter speed, aperture number and film speed. 5. Define the relationship between ISO/ASA film rating and film sensitivity. 6. Differentiate digital, fluorescein and indocyanine green angiograms. 7. List major indications for fluorescein angiography. 8. List contraindications to angiography. 9. List both mild and major reactions to fluorescein injection. 10. List treatments for adverse reactions to fluorescein. 11. Slit lamp photography 12. Anterior segment photography 13. External photography 14. B-scan 15. Corneal topography 16. Scanning laser tests for glaucoma: <ol style="list-style-type: none"> a. HRT, GDX b. OCT 17. Endothelial cell counts

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.	Expanded content on national board certification examination.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	N/A	# credit:
Name of degree(s):	Ophthalmic Medical Technology	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

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

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus? No	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Winter 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	8/31/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name, phone, and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Course prefix and number	OMT 209	Course title	Surgical Assisting Procedures

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	2	Lecture	3
Lab	3	Lab	3
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	5	Total weekly contact hours	6
Total credits	3	Total credits	4
Reason for change:	National certification examination has expanded the scope of surgical assisting to include hospital based and free-standing ambulatory surgical centers. Major surgical procedures and equipment involved in those procedures necessitates expansion of this course.		

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

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website
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IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term Fall 2011	

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 box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 121	Proposed prefix and number	
Current course title	Practicum I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom

outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes	
None		1. Exhibit fundamental skills of patient screening in the ophthalmic clinical setting. 2. Properly handle patient medical records in a clinic setting. 3. Use universal precautions relevant to patient care in the clinical setting.	
Reason for change	Meet outcomes requirement.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: OMT 231	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
No

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 <u>No</u>		
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
Joanne Harris	jmharris@pcc.edu	1/13/11
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	1/13/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 222	Proposed prefix and number	
Current course title	Practicum II	Proposed title (60 characters max)	Practicum Second Year
Reason for title change	Repeatable course	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Work in local ophthalmic practices and health care facilities under the supervision of facility personnel. Includes exposure to actual working conditions and skills in ophthalmic diagnostic and therapeutic procedures.	Provides clinical education experience in local ophthalmic practices and health care facilities under the supervision of facility personnel. Includes exposure to working conditions and skills needed while performing ophthalmic diagnostic and therapeutic procedures. Students must enroll in this course if they are enrolled in the second year seminar. May be repeated two times for credit.

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

Current learning outcomes	New learning outcomes
None	1. Use knowledge and apply skill as an ophthalmic technician in a clinical setting. 2. Perform ophthalmic diagnostic tests. 3. Participate as a team member in the ophthalmic practice. Perform patient work-ups and provide patient education in a clinical setting.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: OMT 232	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes <u>No</u>	
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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 <u>No</u>	
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Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	1/13/11
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	1/13/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 231	Proposed prefix and number	N/A
Current course title	Seminar I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class. Complete clinical research papers.	Discussion of practicum experiences, review concepts of medical ethics, patient confidentiality, professionalism and communication skills. Includes blood borne pathogen training.
Reason for change	Update content.

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

Current learning outcomes	New learning outcomes
None	1. Expand knowledge of issues pertinent to the ophthalmology setting including background of healthcare issues. 2. Use an understanding of principles of bloodborne pathogens and their impact in the workplace. 3. Work within ethical and professional parameters of ophthalmic medical practice.
Reason for change	No outcomes developed.

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

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

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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
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
Joanne Harris	jmharris@pcc.edu	1/13/11
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	1/13/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Machine Technology	Submitter name	Joe Huddleston
		Phone	503-977-4155
		Email	Joe.huddleston@pcc.edu
Current prefix and number	MCH 120	Proposed prefix and number	
Current course title	Machine Shop Math	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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 instruction and practice in working with whole numbers, fractions, decimals, formulas, inch and metric systems, formulas, calculating simple and direct indexing. Introduces how to apply the use of the inch/metric systems, dividing/index head and formulas as they pertain to thread calculations, gear calculations, speed and feed calculations, and taper calculations. Prerequisite: MCH 100.	

Reason for change	So they will conform to new standards and match related instruction.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>The student will be able to work with whole numbers, fractions and decimals, formulas, metric units of measurement, and the concepts of Statistical Process Control (SPC).</p> <p>This course is based on performance outcomes. The following performance outcomes are based upon established industry standards. The student will demonstrate knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> • Practice of working with whole numbers, fractions and decimals. • Principles of the inch and metric system of measurement. • Use of formulas as they pertain to Thread and Taper Calculations. • Tools of statistical process control. 	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> • Calculate decimal equivalents of fractions noted on blue prints. • Calculate inch to metric and metric to inch from dimensions on blue prints. • Apply mathematical formulas as appropriate to thread and taper calculations on shop drawings.

Reason for change	Needed to be more specific with outcomes as to how they will apply to potential employers, students and tie in with Related Instruction.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: MCH 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes	No Impact
No	

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 Impact
No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
Joe Bailey	Joe.Bailey@pcc.edu	11/23/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Machine Technology	Submitter name	Joe Huddleston
		Phone	503-977-4155
		Email	Joe.huddleston@pcc.edu
Current prefix and number	MCH 130	Proposed prefix and number	
Current course title	Machine Shop Trigonometry	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces the rules, methods and procedures for using trigonometry formulas that deal with both the sides and the angles of the right triangle and oblique triangle to solve for the unknown parts. Prerequisite: MCH 100.	
Reason for change	So they will conform to new standards and match related instruction.

LEARNING OUTCOMES: Describe what 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
<p>Given resource materials and formulas, the student will be able to find the unknown parts of various angles, figures and triangles utilizing resource materials, a scientific calculator, and applicable procedures and rules.</p> <p>This course is based on performance outcomes. The following performance outcomes are based upon established industry standards. The student will demonstrate knowledge and understanding by completing the following activities:</p> <ul style="list-style-type: none"> Given resource materials and formulas, the student will find the unknown parts of various angles, figures and triangles utilizing resource materials, a scientific calculator, and applicable procedures and rules. 	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> Use sin, cos, and tan, function to determine coordinates of a part to be machined. Communicate technical information to co-workers, clients, and/or engineers.

Reason for change

Needed to be more specific with outcomes as to how they will apply to potential employers, students and tie in with Related Instruction.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: MCH 100

☒ 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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other

SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes	No Impact
No	

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 Impact
No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
Joe Bailey	Joe.Bailey@pcc.edu	11/23/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Machine Technology	Submitter name	Scott Stewart
		Phone	503-977-4155
		Email	Scott.Stewart5@pcc.edu
Current prefix and number	MCH 259	Proposed prefix and number	
Current course title	CNC Programming Lathe	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Measurement Fundamentals; Basic Principles of CNC Machining; Programming Systems; Programming Words; the Programming Process; Machines Using CNC; and the Advantages of CNC. • Basic machining practice and tooling related to machining/turning centers; Machine configurations; General flow of the programming process; Understanding program zero and the rectangular coordinate system; Determining program zero assignment values and three ways to assign program zero and Introduction to programming words. • Preparation and Safety; Development of the Needed Machining Operations; Performing the Required math; Establishing the Required Tooling; the Machine Setup; the Sequence of Operations; and the Setup Form. • Interpolation; Rapid Motion; Straight Line Motion; Circular Motion; Limitations of Quadrant Lines and Helical Motion. • Compensation Uses; Tool Length Compensations; Cutter Radius Compensations; the Steps Necessary for Tool Length / Radius Compensation; Fixture Offsets; Dimensional Tool Offsets; and Tool Nose Radius Compensation. • Reasons to Format Programs; the Four Types of Formatting; Formatting CNC Programs for Turning Centers. • Dwell Command; Mirror Image; Scaling; Coordinate Manipulation; Subroutine Programming; Parametric Programming; Helical Motion; Canned Cycles; and 	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> • Use an understanding of General and Machine (G & M) code to generate or edit a program which will operate a CNC Lathe. • Apply scientific methods to calculate Cartesian coordinates. • Prepare documents to be used by a CNC Lathe operator to parallel industry standards.

Multiple Repetitive Cycles.			
Reason for change	Needed to be more specific with outcomes as to how they will apply to potential employers, students and tie in with Related Instruction.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: MCH 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			
Yes No	No Impact		
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 Impact		
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
Joe Bailey	Joe.Bailey@pcc.edu	11/23/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Machine Technology	Submitter name	Pat Kraft
		Phone	503-977-4155
		Email	PKraft@pcc.edu
Current prefix and number	MCH 272	Proposed prefix and number	
Current course title	Mastercam Level 1	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces personal computing and Mastercam operational basics. Includes terminology relevant to PC-based CAD/CAM work. Covers hardware familiarity, system operation, folders, file types and structure, Mastercam menu structure and system management, and 2 1/2 axis toolpaths for milling. Emphasis on proper geometry creation, manipulation and management, relevant utilities and C-hooks, terminology, toolbar and menu functions.	Introduces Mastercam operational basics. Includes terminology relevant to PC-based CAD/CAM work. Covers the use of the Mastercam menu structure and system management, 2 1/2 axis wireframe geometry creation, and toolpath creation for output of CNC "G" code for CNC milling.

Reason for change	Clarifies and simplifies course description.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>The student will be able to understand the operational basics of Mastercam required to design parts, assign toolpaths to specific part features, and communicate the CNC program to a CNC machine tool.</p> <p>This course is based on performance outcomes. The following performance outcomes are based upon established industry standards. The student will demonstrate knowledge and understanding of the:</p> <ul style="list-style-type: none"> • Fundamental concepts and techniques associated with Mastercam CAD/CAM software. • Fundamental machining operations performed on CNC machining centers. • Graphics environment of Mastercam Computer Assisted Machining Software. • Mastercam process and modeling for Computer Assisted Machining for CNC machine tools. • Techniques of 2-D geometry construction using Mastercam computer assisted machining software. • Concepts and techniques of modifying existing geometry using Mastercam computer assisted machining software . • Mastercam computer assisted machining software material and tool library files. • Tool path generation using existing geometry utilizing Mastercam computer assisted machining software . • Concepts of generating tool paths using the combined (existing geometry) and direct (new geometry) methods utilizing Mastercam computer assisted machining software . • Concepts of tool path editing using Mastercam computer assisted machining software . • Concepts and techniques associated with process and tool path planning using Mastercam computer assisted machining software. 	<p>Apply Mastercam software to draw wireframe geometry and program 2-1/2 axis milling toolpaths for CNC milling machines and routers.</p>

Reason for change	Simplified and more specific outcome as to how they will apply to potential employers, students and tie-in with Related Instruction.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: MCH 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No Impact

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 Impact
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
Joe Bailey	Joe.Bailey@pcc.edu	12/1/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Machine Technology	Submitter name	Joe Bailey
		Phone	503-977-4155
		Email	Joe.Bailey@pcc.edu
Current prefix and number	MCH 280	Proposed prefix and number	
Current course title	CE: Machine Technology	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
This work occurs outside the classroom at a work site performing machine tool setup and operation under the supervision of a professional machinist technician or supervisor. Department permission is required. Offered for one to eight credits based upon the number of clock hours completed at the work site.	Provides work site opportunities to perform machine tool setup and operation under the supervision of a professional machinist technician or supervisor. Department permission is required.

Reason for change	To update outcomes for better cohesion with Related Instruction.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Students having successfully completed Machine Manufacturing Technology Cooperative Education will have achieved the following outcomes:</p> <ul style="list-style-type: none"> • Apply machining course outcomes to authentic work environment. • Further develop machining skills under supervision of mentor technicians. • Establish future employment references. 	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> • Calculate equivalents of fractions, to decimals and inches to metric noted on blue prints. • Apply mathematical formulas as appropriate to thread and taper calculations on shop drawings. • Use sin, cos, and tan functions to determine coordinates of a part to be machined. • Use industry specific vocabulary to communicate technical information to co-workers, clients, and or engineers. • Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect. • Understand and apply the safety standards of the work site and the industry.

Reason for change	Needed to be more specific with outcomes as to how they will apply to potential employers, students and tie in with Related Instruction.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: Students must complete at least 24 credits of machining (MCH) classes.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes	No Impact
No	

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 Impact
No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify 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
Joe Bailey	Joe.Bailey@pcc.edu	11/23/2010
SAC Administrative Liaison	Email	Date

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:	Machine Technology	Submitter:	Joe Huddleston
Prefix and Course Number:	MCH 120	Submitter Phone and Email:	Joe Huddleston Joe.huddleston@pcc.edu
Course Title:	Machine Shop Math		

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)	60
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Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

- Calculate decimal equivalents of fractions noted on blue prints.
- Calculate inch to metric and metric to inch from dimensions on blue prints.
- Apply mathematical formulas as appropriate to thread and taper calculations on shop drawings.

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

Through direct instruction and practice students use formulas to determine tapers, thread pitch, and depth from shop drawings and blue prints. Students perform calculations in metric and English that include conversion of fractions to decimal equivalents, and conversion from metric to English units.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
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Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

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

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	0
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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

- Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time nonteaching experience.
- College level algebra on college transcript.

☐ Communication

☐ 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:	Machine Technology	Submitter:	Joe Huddleston
Prefix and Course Number:	MCH 130	Submitter Phone and Email:	Joe Huddleston Joe.huddleston@pcc.edu
Course Title:	Machine Shop Trigonometry		

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)

65

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

- Student will use Sin, Cos, Tan, and function to determine coordinates of a part to be machined.

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

Through direct instruction students practice Right triangle trig using Pythagorean theorem, Sin, Cos, and Tangent functions. Some obtuse and acute triangle trig using the law of sines. Students are given blue prints of machine parts that require the use of trigonometry to determine bolt hole patterns and how to locate x and y coordinates.

Communication

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

10

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

- Students will be able to communicate technical information to co-workers, clients, and or engineers

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

Technical communication skills are practiced as students need to communicate questions related to higher level math. Students learn to ask specific questions related to their current problem by defining the case and what they need to complete the issue at hand.

Human Relations

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

0

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
<input checked="" type="checkbox"/> Computation	<ul style="list-style-type: none"> Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time non-teaching experience. College level trigonometry on transcript.
<input checked="" type="checkbox"/> Communication	<ul style="list-style-type: none"> Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time non-teaching experience. Supervisory experience (documented)
<input type="checkbox"/> 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:	Machine Technology	Submitter:	Scott Stewart
Prefix and Course Number:	MCH 259	Submitter Phone and Email:	503-977-4155 Scott.Stewart5@pcc.edu
Course Title:	CNC Programming Lathe		

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)

30

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

Upon successful completion of this course students will be able to:

- Use an understanding of General and Machine (G & M) code to generate or edit a program which will operate a CNC Lathe.
- Apply scientific methods to calculate Cartesian coordinates.

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

The student is introduced to CNC (Computer Numerical Control) concepts such as: Basic machining practice and tooling related to machining/turning centers; Machine configurations; General flow of the programming process; Understanding program zero and the rectangular coordinate system; Determining program zero assignment values and three ways to assign program zero and Introduction to programming words.

Communication

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

30

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

Upon successful completion of this course students will be able to:

- Prepare documents to be used by a CNC Lathe operator to parallel industry standards.

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

Technical communication skills are practiced as students need to communicate questions related to the programming process. Students learn to ask specific questions related to their current problem by defining the case and what they need to complete the issue at hand.

Human Relations

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

0

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

Content (Activities, Skills, Concepts, etc.): provide details or specifics
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<ul style="list-style-type: none"> Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time nonteaching experience. College level algebra on college transcript.
<input checked="" type="checkbox"/> Communication	<ul style="list-style-type: none"> Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time non-teaching experience. Supervisory experience (documented)
<input type="checkbox"/> 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:	Machine Technology	Submitter:	Pat Kraft
Prefix and Course Number:	MCH 272	Submitter Phone and Email:	503-977-4155 PKraft@pcc.edu
Course Title:	Mastercam I		

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)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Apply Mastercam software to draw wireframe geometry and program 2-1/2 axis milling toolpaths for CNC milling machines and routers.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Apply Mastercam CAD/CAM software programming techniques to mathematically describe a part or project in a 3 dimensional cartesian coordinate system.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	30
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Apply Mastercam software to draw wireframe geometry and program 2-1/2 axis milling toolpaths for CNC milling machines and routers.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Apply Mastercam CAD/CAM software programming techniques to communicate setup and operational information required to manufacture products on a CNC mill or router.		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	0
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
<input checked="" type="checkbox"/> Computation	<ul style="list-style-type: none"> Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time nonteaching experience. College level algebra on college transcript.
<input checked="" type="checkbox"/> Communication	<ul style="list-style-type: none"> Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time non-teaching experience. Supervisory experience (documented)
<input type="checkbox"/> 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:	Machine Technology	Submitter:	Joe Bailey
Prefix and Course Number:	MCH 280	Submitter Phone and Email:	503-977-4155 Joe.Bailey@pcc.edu
Course Title:	CE: Machine Technology		

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)

10

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

Students will practice the outcomes attained from MCH 120, and MCH 130 in a shop environment:

- Calculate equivalents of decimal to fractions, and inch to metric noted on blue prints.
- Apply mathematical formulas as appropriate to thread and taper calculations on shop drawings.
- Use sin, cos, and tan functions to determine coordinates of a part to be machined.

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

Students will be required to do calculations from information attained on blue prints in a production environment. The calculations will be based on trig and algebra learned in MCH 120, and MCH 130.

Communication

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

15

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

- Use industry specific vocabulary to communicate technical information to co-workers, clients, and or engineers.

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

- Technical communication skills are practiced as students need to communicate questions related to higher level math. Students learn to ask specific questions related to their current problem by defining the case and what they need to complete the issue at hand.

Human Relations

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

60

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.
<ul style="list-style-type: none"> • Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect. • Understand and apply the safety standards of the work site and the industry.
Content (Activities, Skills, Concepts, etc.): provide details or specifics
Students train at off-campus sites under the supervision of a skilled trainer up to 40 hours per week. Training is comprised of demonstration and hands-on experience. Related classroom instruction may be included if prescribed in the approved training plan.
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<ul style="list-style-type: none"> • Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time nonteaching experience. • College level algebra on college transcript.
<input checked="" type="checkbox"/> Communication	<ul style="list-style-type: none"> • Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time non-teaching experience. • Supervisory experience (documented)
<input checked="" type="checkbox"/> Human Relations	<ul style="list-style-type: none"> • Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time non-teaching experience. • Supervisory experience (documented)

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Sociology	Submitter name Phone Email	Jeannie LaFrance
Current prefix and number	214a	Proposed prefix and number	same
Current course title	The Illumination Project : Tools for Creative Social Activism I	Proposed title (60 characters max)	same
Reason for title change	No change in title	Proposed transcript title (30 characters max)	The Illumination Project 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
This is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. This course requires Instructor permission. Prerequisites: WR 115, RD 115 and MTH	Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as institutional privilege, power and oppression, social identity, cultural assumptions and discrimination. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the first course of a three course sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and instructor permission.

<p>20 or equivalent placement test scores. Students in this course will create live interactive theater performances that will be toured throughout PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.</p>	
Reason for change	More accurately and succinctly match the content of the course and the needs of the college.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Specific to SOC 214A students will:</p> <ul style="list-style-type: none"> • Build community within the class itself, creating a model on which to base later involvement in the greater PCC community • Analyze how institutional oppression has affected their personal lives • Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. • Learn to creatively express problems and solutions inherent in the social structure of our community. <p>Over the course of all three terms the participating students will:</p> <ul style="list-style-type: none"> • Improve communication skills in listening, speaking, and writing. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create 	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.

<p>positive change.</p> <ul style="list-style-type: none"> • Increase awareness of the skills needed for healthy relationships. • Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals. • Increase awareness of own strengths, values, beliefs, feelings, and important learning from life. • Increase self-esteem and self-confidence. • Increase desire and ability to persist in college. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Develop skills around creating sustainable and respectful communities • Acquire facilitation and conflict resolution skills. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community. 	
Reason for change	More accurately and succinctly match the content of the course and the needs of the college.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	1/18/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	Lgoldy@pcc.edu	1/18/2011

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Sociology	Submitter name Phone Email	Jeannie LaFrance
Current prefix and number	214b	Proposed prefix and number	same
Current course title	The Illumination Project : Tools for Creative Social Activism II	Proposed title (60 characters max)	same
Reason for title change	No change in title	Proposed transcript title (30 characters max)	The Illumination Project II

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

Current Description	Proposed Description
This is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. This course requires Instructor permission. Prerequisites: WR 115, RD 115 and MTH	Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as racism, immigration, xenophobia, institutional privilege and oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the second course of a three course sequence. Prerequisites: SOC 214a and instructor permission.

<p>20 or equivalent placement test scores. Students in this course will create live interactive theater performances that will be toured throughout PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.</p>	
Reason for change	More accurately and succinctly match the content of the course and the needs of the college.

<p>LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Specific to SOC 214A students will:</p> <ul style="list-style-type: none"> • Build community within the class itself, creating a model on which to base later involvement in the greater PCC community • Analyze how institutional oppression has affected their personal lives • Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. • Learn to creatively express problems and solutions inherent in the social structure of our community. <p>Over the course of all three terms the participating students will:</p> <ul style="list-style-type: none"> • Improve communication skills in listening, speaking, and writing. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create 	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action. 5. Use an understanding of social theories to educate others about institutional oppression and inequities based on racism and xenophobia as well as potential solutions to social problems.

<p>positive change.</p> <ul style="list-style-type: none"> • Increase awareness of the skills needed for healthy relationships. • Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals. • Increase awareness of own strengths, values, beliefs, feelings, and important learning from life. • Increase self-esteem and self-confidence. • Increase desire and ability to persist in college. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Develop skills around creating sustainable and respectful communities • Acquire facilitation and conflict resolution skills. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community. 	
Reason for change	More accurately and succinctly match the content of the course and the needs of the college.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	1/18/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	1/18/2011

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Sociology	Submitter name Phone Email	Jeannie LaFrance
Current prefix and number	214c	Proposed prefix and number	same
Current course title	The Illumination Project : Tools for Creative Social Activism III	Proposed title (60 characters max)	same
Reason for title change	No change in title	Proposed transcript title (30 characters max)	The Illumination Project III

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
This is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. This course requires Instructor permission. Prerequisites: WR 115, RD 115 and MTH	Applies the sociological perspective to the study of social problems and possible solutions. Explores institutional oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, educational methods and practice, social change interventions, creative production and basic acting. This is the third course of a three course sequence. Prerequisites: SOC 214b and instructor permission.

<p>20 or equivalent placement test scores. Students in this course will create live interactive theater performances that will be toured throughout PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.</p>	
Reason for change	More accurately and succinctly match the content of the course and the needs of the college.

<p>LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Specific to SOC 214A students will:</p> <ul style="list-style-type: none"> • Build community within the class itself, creating a model on which to base later involvement in the greater PCC community • Analyze how institutional oppression has affected their personal lives • Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. • Learn to creatively express problems and solutions inherent in the social structure of our community. <p>Over the course of all three terms the participating students will:</p> <ul style="list-style-type: none"> • Improve communication skills in listening, speaking, and writing. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create 	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action. 5. Use an understanding of social theories to educate others about institutional oppression based on culturally defined meanings of difference as well as potential solutions to those social problems. 6. Be prepared to facilitate difficult dialogues at a basic level around controversial social issues in a community and academic setting.

<p>positive change.</p> <ul style="list-style-type: none"> • Increase awareness of the skills needed for healthy relationships. • Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals. • Increase awareness of own strengths, values, beliefs, feelings, and important learning from life. • Increase self-esteem and self-confidence. • Increase desire and ability to persist in college. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Develop skills around creating sustainable and respectful communities • Acquire facilitation and conflict resolution skills. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community. 	
Reason for change	More accurately and succinctly match the content of the course and the needs of the college.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	1/18/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	1/18/2011

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu
SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	Lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	SOC214a	Course Title:	The Illumination Project : Tools for Creative Social Activism I
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	SOC214a	Course Title:	The Illumination Project : Tools for Creative Social Activism I
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Course Description:	Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as institutional privilege, power and oppression, social identity, cultural assumptions and discrimination. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the first course of a three course sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and instructor permission.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Students identify and analyze issues of difference in regards to their own and other's social locations, cultures and culturally-based assumptions as well as empathizing with others across difference.
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.	One of the core objectives of this course is to address questions of value, ethics and belief in a multicultural, gender inclusive analysis and historical context to promote understanding of the connections between personal perspectives and broader societal and global perspectives.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Students are introduced to and work with the text of acknowledged experts and innovators in social change theory and social change theater; coupled with intensive work on personal narrative and community analysis around oppression issues and the creation of related educational materials for each performance provides a foundation for the ability to reason both qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	The course calls upon students to analyze social situations and institutions, to conceptually organize personal, institutional and campus-based experiences and to discern their meaning in a broader social context.
F. Aesthetic and artistic values.	Skill development in interactive theater and creative educational materials (posters, programs, information boards and educational booklets) relates to aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	The primary outcome of The Illumination Project for the student educators and their audiences is an understanding of the ethical and social requirements of responsible citizenship in a diverse world, as well as development of the skills to realize responsible citizenship.

Social Sciences

Outcomes:

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

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	<p>Students identify and analyze issues of difference in regards to their own and other’s social locations, cultures and culturally-based assumptions, the effects of discrimination on individuals and institutions as well as empathizing with others across difference.</p> <p>Students apply the analysis of social problems and phenomena through studying texts of acknowledged experts and innovators in social change theory, participating in interactive exercises and experiential service learning, personal narrative, group discussion, essays and journal writing, educational material development, and performance.</p> <p>The core outcome of the course is based upon examining, analyzing and enacting subjective responses to the diversity of human experiences and behavior in order to promote social change.</p>
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How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	<p>Students study various micro level and macro level sociological theories and differing methods of inquiry related to social institutions, oppression, inequality, conflict and conflict resolution and social change and apply these theories in their group work, oral presentations, creation of educational materials, script writing, performances and audience interactions.</p> <p>Historical perspectives and appreciation of cultural differences are integral to this engaged and active learning relating to intergroup interactions within the campus context. This is done both to promote understanding between groups and to promote social change toward inclusion conflict resolution and cooperation. Personal values clarification, social identity development, and a respect for various perspectives and paradigms is inherent in this social change approach to education and interactive theater.</p>
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu
SAC Chair	Name	E-mail Address
	Kim Smith	Kdsmith@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	SOC214b	Course Title:	The Illumination Project : Tools for Creative Social Activism II
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	SOC214b	Course Title:	The Illumination Project : Tools for Creative Social Activism II
Course Description:	Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as racism, immigration, xenophobia, institutional privilege and oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the second course of a three course sequence. Prerequisites: SOC 214a and instructor permission.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action. 5. Use an understanding of social theories to educate others about institutional oppression and inequities based on racism and xenophobia as well as potential solutions to social problems. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.	
A. Understanding of their culture and how it relates to other cultures.	Students identify and analyze issues of difference in regards to their own and other's social locations, cultures and culturally-based assumptions as well as empathizing with others across difference.
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.	One of the core objectives of this course is to address questions of value, ethics and belief in a multicultural, gender inclusive analysis and historical context to promote understanding of the connections between personal perspectives and broader societal and global perspectives.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Students are introduced to and work with the text of acknowledged experts and innovators in social change theory and social change theater; coupled with intensive work on personal narrative and community analysis around oppression issues and the creation of related educational materials for each performance provides a foundation for the ability to reason both qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	The course calls upon students to analyze social situations and institutions, to conceptually organize personal, institutional and campus-based experiences and to discern their meaning in a broader social context.
F. Aesthetic and artistic values.	Skill development in interactive theater and creative educational materials (posters, programs, information boards and educational booklets) relates to aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	The primary outcome of The Illumination Project for the student educators and their audiences is an understanding of the ethical and social requirements of responsible citizenship in a diverse world, as well as development of the skills to realize responsible citizenship.

Social Sciences

Outcomes:

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

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other

methods of inquiry.

3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action. 5. Use an understanding of social theories to educate others about institutional oppression and inequities based on racism and xenophobia as well as potential solutions to social problems.
<p>*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.</p>	

<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**</p>	<p>Students identify and analyze issues of difference in regards to their own and other’s social locations, cultures and culturally-based assumptions, the effects of discrimination on individuals and institutions as well as empathizing with others across difference.</p> <p>Students apply the analysis of social problems and phenomena through studying texts of acknowledged experts and innovators in social change theory, participating in interactive exercises and experiential service learning, personal narrative, group discussion, essays and journal writing, educational material development, and performance.</p> <p>The core outcome of the course is based upon examining, analyzing and enacting subjective responses to the diversity of human experiences and behavior in order to promote social change.</p>
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<p>How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**</p>	<p>Students study various micro level and macro level sociological theories and differing methods of inquiry related to social institutions, oppression, inequality, conflict and conflict resolution and social change and apply these theories in their group work, oral presentations, creation of educational materials, script writing, performances and audience interactions.</p> <p>Historical perspectives and appreciation of cultural differences are integral to this engaged and active learning relating to intergroup interactions within the campus context. This is done both to promote understanding between groups and to promote social change toward inclusion conflict resolution and cooperation. Personal values clarification, social identity development, and a</p>
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	respect for various perspectives and paradigms is inherent in this social change approach to education and interactive theater.
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**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	
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Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu
SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	SOC214c	Course Title:	The Illumination Project : Tools for Creative Social Activism III
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	SOC214b	Course Title:	The Illumination Project : Tools for Creative Social Activism III
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Course Description:	Applies the sociological perspective to the study of social problems and possible solutions. Explores institutional oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, educational methods and practice, social change interventions, creative production and basic acting. This is the third course of a three course sequence. Prerequisites: 214b and instructor permission.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Empathize with people, cultures and communities from backgrounds different than themselves. 4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action. 5. Use an understanding of social theories to educate others about institutional oppression based on culturally defined meanings of difference as well as potential solutions to those social problems. 6. Be prepared to facilitate difficult dialogues at a basic level around controversial social issues in a community and academic setting.
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8. Address PCC's General Education Philosophy Statement:

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

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

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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:

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

A. Understanding of their culture and how it relates to other cultures.	Students identify and analyze issues of difference in regards to their own and other's social locations, cultures and culturally-based assumptions as well as empathizing with others across difference.
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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.	One of the core objectives of this course is to address questions of value, ethics and belief in a multicultural, gender inclusive analysis and historical context to promote understanding of the connections between personal perspectives and broader societal and global perspectives.
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C. Understanding of themselves and their natural and technological environments.	
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D. Ability to reason qualitatively and quantitatively.	Students are introduced to and work with the text of acknowledged experts and innovators in social change theory and social change theater; coupled with intensive work on personal narrative and community analysis around oppression issues and the creation of related educational materials for each performance provides a foundation for the ability to reason both qualitatively and quantitatively.
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E. Ability to conceptually organize experience and discern its meaning.	The course calls upon students to analyze social situations and institutions, to conceptually organize personal, institutional and campus-based experiences and to discern their meaning in a broader social context.
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F. Aesthetic and artistic values.	Skill development in interactive theater and creative educational materials (posters, programs, information boards and educational booklets) relates to aesthetic and artistic values.
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G. Understanding of the ethical and social requirements of responsible citizenship.	The primary outcome of The Illumination Project for the student educators and their audiences is an understanding of the ethical and social requirements of responsible citizenship in a diverse world, as well as development of the skills to realize responsible citizenship.
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Social Sciences

Outcomes:

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

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

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

1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions.
2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.
3. Empathize with people, cultures and communities from backgrounds different than themselves.
4. Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
5. Use an understanding of social theories to educate others about institutional oppression based on culturally defined meanings of difference as well as potential solutions to those social problems.
6. Be prepared to facilitate difficult dialogues at a basic level around controversial social issues in a community and academic setting.

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

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

Students identify and analyze issues of difference in regards to their own and other's social locations, cultures and culturally-based assumptions, the effects of discrimination on individuals and institutions as well as empathizing with others across difference.

Students apply the analysis of social problems and phenomena through studying texts of acknowledged experts and innovators in social change theory, participating in interactive exercises and experiential service learning, personal narrative, group discussion, essays and journal writing, educational material development, and performance.

The core outcome of the course is based upon examining, analyzing and enacting subjective responses to the diversity of human experiences and behavior in order to promote social change.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students study various micro level and macro level sociological theories and differing methods of inquiry related to social institutions, oppression, inequality, conflict and conflict resolution and social change and apply these theories in their group work, oral presentations, creation of educational materials, script writing, performances and audience interactions.

Historical perspectives and appreciation of cultural differences are integral to

	this engaged and active learning relating to intergroup interactions within the campus context. This is done both to promote understanding between groups and to promote social change toward inclusion conflict resolution and cooperation. Personal values clarification, social identify development, and a respect for various perspectives and paradigms is inherent in this social change approach to education and interactive theater.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

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:	Automotive Service Technology	Submitter name phone and email	Scott Morgan x8142 samorgan@pcc.edu
Prefix and Course Number:	AM 281	Credits:	4
Course Title: (60 characters max)	CE: Automotive Service Lab	Transcript Title (30 characters max)	CE: Automotive Service Lab
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 2	Contact hours: Lecture: Lec/lab: Lab: 120
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title: AM 280A CE: Automotive Service
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin 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) Includes automotive service work in a live shop setting performing diagnostic and repair work under the supervision of an automotive instructor. Emphasis on independent learning and workplace skills with limited instruction. This is an alternative option for those students who do not have internships at an automotive repair facility. Work is mastered within the PCC automotive shop. May be repeated two times for credit. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Course intent is to closely approximate a CE setting while allowing students an alternative to traditional cooperative education. The CE handbook will be used as part of course assessment to further approximate a CE course setting. Prerequisites: Department permission is required.		

LEARNING OUTCOMES: Describe what 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)	<p>Students having successfully completed this course will be able to:</p> <ul style="list-style-type: none"> • Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision. • Communicate effectively with employers, customers and co-workers. • Access and utilize repair information in a rapidly changing technology. • Implement strategies and processes to solve basic vehicle repair problems. • Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Students must document samples of their work performed and hours worked during completion of coop outcomes. This is done in a student co-op workbook. 2. Coop Instructors will assess students on the following AST professional outcomes and workplace skills: <ul style="list-style-type: none"> <u><i>The student performs repairs using all available repair information resources</i></u> <ul style="list-style-type: none"> • <i>Student uses service manuals</i> • <i>Student uses TSBs</i> • <i>Student uses computer resources</i> • <i>Student seeks help when appropriate</i> <u><i>The student communicates effectively with customers, employer and coworkers</i></u> <ul style="list-style-type: none"> • <i>Student is courteous and helpful with public/customers</i> • <i>Student is able to understand and follow directions</i> • <i>Student asks questions when appropriate</i> <u><i>The student performs repairs to the highest professional & ethical standards</i></u> <ul style="list-style-type: none"> • <i>Student uses time effectively</i> • <i>Student keeps busy, looks for work to do</i> • <i>Student works well with others</i> • <i>Shares in work load</i> • <i>Student is on time for work.</i>

	<ul style="list-style-type: none"> • <i>Student remains until required hours are completed</i> • <i>Student alerts supervisor if absent or late for work</i> • <i>Student plans ahead to rearrange work schedule</i> • <i>Student uses care with equipment and materials</i> • <i>Student is respectful of customer property</i> <p><i>Student dresses appropriately for job setting</i></p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	

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.	Alternative CE course set within the Auto Shop Lab Capstone courses which allows completing students to practice and demonstrate learned skills in a shop environment with limited supervision.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Automotive Service Technology	# credit:
Name of degree(s):	Automotive Service Technology	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is a required course that may be combined with AM 280A for a total of 8 credits of CE.	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

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

Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Bart Ouchida	bouchida@pcc.edu	1/12/2011
SAC Administrative Liaison	Email	Date
Dan Findley	dfindley@pcc.edu	1/12/2011

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM130	Proposed prefix and number	
Current course title	MM Graphic Video & Audio Prod	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces graphics, text, audio, and video development for multimedia. Students produce multimedia elements using a variety of tools, such as digital still and video cameras, analog video cameras, scanners, and the internet. Graphic, video and audio editing software, such as Adobe Photoshop(TM) and Apple Final Cut Pro(TM) are introduced. Prerequisites: Previous or concurrent: MM 120, or instructor permission.	Introduction to graphic, audio and video development for multimedia. Students use industry standard tools to produce digital media elements composed of graphics, audio and video to communicate an idea to a targeted audience. Prerequisites: Addendum to Course Description This course provides opportunities to utilize industry standard production software (e.g., Adobe Photoshop™, Apple Final Cut

<p>Addendum to Course Description</p> <p>Students who successfully complete this course will use industry standard production software programs such as Adobe Photoshop™, Adobe Premiere™, Apple Final Cut Pro™, and audio editing applications Macromedia Sound Edit 16™, to create and modify production components..</p>	Pro™) to create and modify production components.
Reason for change	Update

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> review basic graphic design factors that contribute to quality design consistency. Areas discussed are but not limited to are; <ol style="list-style-type: none"> color theory font style and size navigation guideline placement graphic format and visual standard list the primary graphic production tools, and audio/video capture and editing software used in the creation of MM projects. Actively participate in reviews, demonstration and comparisons of various multimedia graphic, audio, and video tools, including representatives of high-end, midrange, and entry level software and hardware; create, edit, and format a variety of graphic, audio, and video elements using production tools such as scanners, digital cameras, screen capture devices, video/audio digitizing boards, and industry standard editing/production software such as Adobe Photoshop™, and Adobe Premiere™, Apple Final Cut Pro™, and Macromedia Sound Edit 16™; list the steps involved in the process of optimizing graphic, sound, sound overs, narration, and video elements for screen and World Wide Web delivery; incorporate basic graphic design principles into the multimedia graphics project; test, debug, and evaluate the MM graphic production and elements project; demonstrate the completed project to the production class; participate in individual and group evaluations of the multimedia project, identifying items for improvement; implement the requested changes; add the edited graphic production and elements project to the MM portfolio and Department Web 	<p>Create, edit, and format graphics elements using industry standard production tools.</p> <p>Create, edit, and format audio elements using industry standard production tools.</p> <p>Create, edit, and format video elements using industry standard production tools.</p> <p>Prepare multimedia elements for multiple modes of delivery.</p>

Site, as directed.			
Reason for change	Update/consolidation		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes X <input type="checkbox"/> no	
<p>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.</p>			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes X <input type="checkbox"/> No			
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- 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	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM140	Proposed prefix and number	
Current course title	Multimedia Authoring I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduction to producing a usable multimedia project that incorporates the principles and practices from MM 110, MM 120 and MM 130. Students develop an interactive multimedia project incorporating graphics, text, video, and audio, using multimedia industry standard authoring software (Macromedia Director[TM]). The cross platform project may be used on PCs (Windows) and Macintosh computers and the World Wide Web. Additional lab time required. Prerequisites: MM 130 (previous or concurrent) or instructor permission.	Introduction to producing a usable multimedia project that incorporates the principles and practices from MM 110, MM 120 and MM 130. Students develop an interactive multimedia project incorporating graphics, text, video, and audio, using multimedia industry standard authoring software. Additional lab time required. Prerequisites: MM 130 (previous or concurrent) or instructor permission.
	Addendum to Course Description

<p>Addendum to Course Description</p> <p>Students who successfully complete this course will use software authoring programs to develop practical, interactive, unified multimedia titles; assembling and testing a variety of multimedia elements on one or more platforms. Focusing on the critical elements of interactivity and user friendliness in authoring projects. Design specifications and multimedia elements may have been previously produced in MM 130 and/or other production courses and activities.</p>	<p>This course provides the opportunity to utilize software authoring programs to develop a nonlinear interactive digital media project that communicates an idea to a targeted audience. Focus is placed on the critical elements of interactivity and user friendliness in authoring projects. Design specifications and multimedia elements may have been previously produced in MM120 and MM 130 and/or other production courses and activities.</p>
Reason for change	Update

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>list the primary authoring tools and languages used in the creation of MM projects</p> <p>1.1. actively participate in reviews, demonstration and comparisons of various multimedia authoring tools, including representatives of high-end, midrange, and entry level systems</p> <p>2. review the factors that contribute to quality interface design</p> <p>2.1. consistency in construction</p> <p>2.2. color theory</p> <p>2.3. font style and size</p> <p>2.4. navigation guidelines</p> <p>2.5. graphic format and visual standards</p> <p>3. review basic graphic design principles including:</p> <p>3.1. color, text, and size theories</p> <p>4. construct an interactive MM project using industry standard authoring tools</p> <p>4.1. discuss file formats appropriate to the delivery platform and authoring program</p> <p>4.2. identify issues inherent in the production of a cross-platform project</p> <p>4.3. collect, import, and organize graphics, sound,</p>	<p>Construct an interactive MM project using industry standard authoring tools</p> <p>Prepare, organize and import graphics, audio, and video into a project</p> <p>Evaluate multimedia projects; identifying items for improvement, and implement changes.</p> <p>Demonstrate a completed project to others.</p>

audio, video, and text into the project 5. test, debug, and evaluate the MM authoring project 6. demonstrate the completed project to the authoring class 7. participate in individual and group evaluations of the multimedia project, identifying items for improvement 8. implement the requested changes 9. add the authoring project to the MM portfolio and Department Web Site, as directed	
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Reason
for
change

Update/consolidation

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

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

☐ Placement into:

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

☐ yes
X ☒ no

If yes. 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
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 212	Course Title:	Introduction to shamanism
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines shamanism as it is practiced in various cultures around the world. Students will be introduced to the shamanic cosmologies, values and world views of different tribal societies and use participant-observation to explore different styles of shamanic journeying. Core shamanism and the interface of shamanism and modern medicine and psychotherapy will be explored. Prerequisite: WR 121 and MTH 20 or equivalent placement test scores, and ANT 103 or instructor permission..		
Course Outcomes:	Use an understanding of the variety of shamanic cosmologies, values and world views to better understand the diversity of people in the community and the workplace. Use an understanding of anthropology to examine the concept of health and illness from the perspective of modern medicine, psychotherapy and shamanism Use the participant observation method to examine different styles of shamanic journeying in order to better understand the diversity of people in the community or workplace Reflect on personal values and how they are shaped by culture and shamanic experience.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare American attitudes about shamanism with those of other societies.
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.	Compare shamanic experience cross-culturally and how it has changed and developed historically. Examine how gender, race and sexual orientation play a role in shamanic experience and practice in tribal societies.
C. Understanding of themselves and their natural and technological environments.	Examine shamanic attitudes and practices related to nature and the environment and concepts of health compared to American medicine and cultural values
D. Ability to reason qualitatively and quantitatively.	Complete term papers or projects, class exercises and other assignments focused on deepening an understanding of shamanism.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various shamanic social settings
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and ritual in different cultures as they relate to shamanism.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias impacting shamanic cultures

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.
You may delete the pages of this document that are not relevant for your request.

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Social Sciences

Outcomes:

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

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

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

Use an understanding of the variety of shamanic cosmologies, values and world views to better understand the diversity of people in the community or workplace (criteria 1, 2 and 4)
 Use an understanding of anthropology to examine the concept of health and illness from the perspective of modern medicine, psychotherapy and shamanism (criteria 1,2 and 5)
 Reflect on personal values and how they are shaped by culture and shamanic experience (criteria 4)
 Use the participant-observation method to examine different styles of shamanic journeying in order to better understand the diversity of people around them in the community or workplace (criteria 3 and 4)

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

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

Students complete term papers, reports, projects or other assignments that allow them to expand their understanding of core and tribal shamanism in terms of their own experience or according to theoretical models and concepts outlined in class. Students will gain an understanding of shamanic concepts of health and healing and how this approach differs from the perspective of Western medicine and psychotherapy. The course also examines shamanic cosmologies, values and world views and compares them with the cosmologies, values and world views of other cultures.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences related to shamanic concepts, theories or practices in order to gain greater appreciation for other cultures and world views. Within the context of shamanism, students will examine important issues such as differences in world views, gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

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

How does the course enable

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

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

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

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	EM 101	Proposed prefix and number	Same
Current course title	Introduction to Emergency Services	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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 roles and responsibilities of a broad range of emergency services providers and the relationship between these service providers and the community. The relationships between police, fire service, emergency medical service, and emergency communications and emergency management, will be covered, as well as, the organizational structure, terminology, history, training and standards, ethical and legal responsibilities of each	Covers a broad range of emergency services providers and the relationships between these service providers and the community. Includes history, organizational structure, terminology, training & standards, legal and ethical responsibilities of Police, Fire, Emergency Medical, 9-1-1 & Emergency Management, as well as joint responses.

discipline.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Students will be able to describe the general pre-employment screening process, minimum qualifications, personality traits and education and/or experience requirements for employment in emergency services positions. Students will be able to relate the history and development of various emergency services to modern day practices. Students will be able to discuss how emergency services responders interact with each other, with the community, and with other governmental agencies. Students will be able to describe the roles and responsibilities of each emergency services discipline. Students will be able to identify several of the important issues facing public-safety and the expectation of citizens relating to their safety and protection in modern society. 	<ul style="list-style-type: none"> Reflect on individual qualifications in relationship to the standard pre-employment screening process for emergency services professions. Relate the history and development of various emergency services to modern day practices. Use complex incident scenarios to assign duties and response functions to the appropriate emergency services discipline, based upon traditional roles and available manpower. Assign personnel and equipment, as needed, in a large-scale, evolving emergency situation, using established protocols and group discussion and consensus. Promote a sense of safety and security by communicating a calm and professional demeanor in dealing with individuals in high-stress situations

Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes X No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ 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	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	EM 103	Proposed prefix and number	Same
Current course title	Introduction to Radio Communication	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Introduction to Radio Communications This course introduces students to the technology of two-way radio communications, as applied to emergency services. Telecommunicators provide the communications link between agencies, field responders and the public. Understanding the operation and components of two-way radio and proper radio broadcasting procedures is essential to the communications role of all first	Introduces the technology of two-way radio communications, as applied to emergency services. Introduces how telecommunicators provide the communications link between agencies, field responders and the public. Includes the operation and components of two-way radio and proper radio broadcasting procedures for all First Responders. Prerequisite: WR 115

responders. Prerequisite: WR 115.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Identify the roles/responsibilities of a radio dispatcher Apply procedures to insure responder and public safety Identify the role of the FCC and rules governing radio broadcasting Demonstrate proper broadcasting techniques and discipline Describe specific policies and procedures used in two-way radio transmissions Demonstrate the proper use and maintenance of radio equipment 	<ul style="list-style-type: none"> Use an understanding of the role and responsibilities of a radio dispatcher, when performing in the field. Apply proper radio procedures to insure responder and public safety. Comply with all FCC rules and regulations governing emergency radio broadcasting. Operate two-way radios in compliance with established policies and procedures. Apply the proper use and maintenance of two-way radio equipment.

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
X No

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

Please provide details, who was contacted and the resolution.

Yes
X No

Implementation term ☒ Next available term after approval
☐ Specify term

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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ 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	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 103	Proposed prefix and number	Same
Current course title	Intro to Emergency Telecommunications	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

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

Current Description	Proposed Description
Introduces the field of emergency communications. Includes history, role of the dispatcher, field operations (police, fire and emergency medical), radio broadcasting, telephone techniques, radio codes and equipment operation. Presents an overview of federal, state and local agencies and their respective communication systems.	Introduces the field of emergency communications, including history, roles & responsibilities, operations and equipment; with an emphasis on federal, state and local communications systems.

Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Students will be able to describe the evolution of emergency communications as a profession and the changing role of the Telecommunicator. Students will be able to identify the metropolitan area communication centers, their chief responsibilities and jurisdiction. Students will be able to describe the main components of the emergency communications system and the function of each. They will be able to identify the proper techniques for use of two-way radios, multi-line telephone systems, computer-aided dispatch software, and audio recording devices, following written standard operating procedures. Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. Maintain open lines of communication with emergency services providers. Demonstrate a high degree of understanding of terminology used in emergency services and be able to carry out requests quickly and accurately based upon interpretation of the discipline specific terminology. Define the following issues as they apply to emergency services: liability, confidentiality, privacy, trauma and crisis related stress. 	<ul style="list-style-type: none"> Relate the evolution of emergency communications as a profession and the changing role of the Telecommunicator to present day operations. Identify the metropolitan area communication centers, their chief responsibilities and jurisdictions in order to be an effective emergency telecommunicator. Follow written standard operating procedures. Apply the proper techniques for use of two-way radios, multi-line telephone systems, computer-aided dispatch software, and audio recording devices Use skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. Maintain open lines of communication with emergency services providers.

Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			
Yes X No			
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 <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ 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	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 104	Proposed prefix and number	Same
Current course title	Emergency Telecommunicator: Call-Taking	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Introduction to the field of emergency communications, with an emphasis on : history, roles of dispatchers in fire and medical emergencies. Confidentiality and liability issues and personality characteristics of emergency services personnel are explored. An overview of the structure and organization of the fire service and of the emergency medical dispatch system. Includes the terminology of the fire service and medical field and application of protocols for emergency response. Prerequisite: ETC 103.	Introduces the field of emergency communications in discipline specific terms; with an emphasis on Fire and Emergency Medical emergencies. Explores issues of privacy of information, confidentiality and liability. Prerequisite: ETC 103.

Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Students will:</p> <ul style="list-style-type: none"> Describe the role of the emergency communications officer in fire and medical emergencies. Identify appropriate response levels for the fire service. Describe the primary tasks of an emergency communications professional, as they relate to the fire service, and the systems in place to facilitate pre-arrival instructions for medical emergencies. Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. Maintain open lines of communication with emergency services providers. Demonstrate a high degree of understanding of terminology used in fire and medical emergency services and be able to carry out requests quickly and accurately based upon interpretation of the discipline specific terminology. Define the following issues as they apply to emergency services: liability, confidentiality, privacy, trauma and crisis related stress. 	<ul style="list-style-type: none"> Differentiate the role & responsibilities of emergency communications personnel in fire and medical emergencies and apply the appropriate policies, procedures and protocols. Apply the correct priority and response level to fire service calls. Use interpersonal communications skills in the questioning of callers, relaying of information and documenting events and responses. Maintain open lines of communication with emergency services providers using all available technologies. Communicate using clear, concise, and accurate language; correctly use discipline specific terminology.

Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes X No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 105	Proposed prefix and number	Same
Current course title	Crisis Intervention & CISM	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

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

Current Description	Proposed Description
Focuses on the emotional and psychological needs of police, telecommunicators, firefighters, emergency medical providers and other emergency responders in dealing with daily crisis and trauma situations. Explores both individual crisis and large scale disasters impacting entire communities. Evaluates the resources available to responders and to the public. Examines the Critical Incident Stress Management model and how it is	Covers the emotional and psychological needs of emergency services personnel in dealing with day to day crisis and trauma situations. Explores the various resources available to responders and to victims. Provides methods and techniques, including Critical Incident Stress Management, for dealing with the high stress of long-term emergency services careers.

utilized within various agencies. Teaches methods and techniques for dealing with high stress of long-term emergency service careers.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

LEARNING OUTCOMES: Describe what 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
<p>Identify the effects of crisis situations and traumatic events on individuals.</p> <ul style="list-style-type: none"> Describe the physical and psychological response to high stress. Analyze personality types and how an individual’s type classification predicts their responses to specific situations. Organize a defusing or debriefing within the parameters of the CISM model. Apply the principles of the CISM system in a controlled scenario. Examine various types of life altering events and explain how these events impact individuals, families and communities. 	<ul style="list-style-type: none"> Recognize the effects of crisis situations and traumatic events on individuals in order to provide a proper response . Employ an awareness of the physical and psychological responses to highly stressful activities in order to provide a proper response. Analyze personality types and understand how such typing can predict or be used to deal with responses to specific situations. Apply the principles of the CISM system in a controlled scenario. Participate in a defusing or debriefing exercise, within the parameters of the CISM model.

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

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes X No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 106	Proposed prefix and number	Same
Current course title	Introduction to Criminal Law	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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 the origin, structure and definitions of common law and statutory crimes, the Oregon Criminal Code and criminal court procedures		Examines the origin, structure and definitions of common law and statutory crimes as applied to modern society. Oregon Criminal Code and criminal court proceeding are used to classify specific crimes based upon legal definitions.
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.	

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Identify various types of property and person crimes. Describe the differences between criminal and civil law. Demonstrate the ability to classify incidents as crimes by type and category, based upon information received from the public or members of the criminal justice system. Develop a working knowledge of the criminal justice processes, including investigation, apprehension, custody and prosecution. Explain the concept of civil liability, as it applies to emergency communications personnel in the performance of their duties. Use examples to define terms, such as, probable cause and reasonable suspicion and how the concepts apply to the information received in the reporting and investigation of criminal activity. Locate and interpret, crimes within the Oregon Revised Statutes - Criminal Code, as to type, elements and classification. Recognize and discuss the impact of specific constitutional and civil rights upon the administration of duties within the criminal justice system. 	<ul style="list-style-type: none"> Use the Oregon Criminal Code to identify various types of property and person crimes Differentiate between civil and criminal actions and classify incidents as crimes, by type, elements and category. Classify incidents as crimes, by type and category, based upon information received from the public or members of the criminal justice system. Understand legal terminology and apply the correct language when relaying information, received from the public, in the reporting of criminal or suspicious activity. Articulate criminal justice processes, including investigation, apprehension, custody and prosecution to the public, and direct referrals to the appropriate authorities. Protect the constitutional and civil rights of citizens impacted by the administration of duties within the criminal justice system.

Reason for change

Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

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

Current prerequisites, corequisites and concurrent

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

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 <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ 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	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 108	Proposed prefix and number	Same
Current course title	Transcription for Telecommunicators	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Develops keyboarding skills based on information received aurally. Utilizes dictation of emergency response information, such as locations, names, and numeric data in various formats. A variety of software applications are used including Word, Excel, Criticall and several Computer-Aided Dispatch Programs. Simulated emergency telephone calls, radio broadcasts and tape recorded incidents are used to practice skills inputting data,	Develops keyboarding skills based upon information received through various media, but most often aurally. Includes a variety of audio recordings, dictation and role-play to record emergency response information in a computer program and with a variety of software applications, including Word, Excel, Criticall and Computer-Aided Dispatch. Recommended keyboarding speed of at least 25 wpm.

accurately recording, abbreviating, coding and formatting information. Speed accuracy and brevity are important components of this course. A keyboarding ability of approximately 25 wpm is recommended.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

LEARNING OUTCOMES: Describe what 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
<p>Record complete and accurate information using a computer keyboard, and based upon verbal information.</p> <ul style="list-style-type: none"> · Appropriately apply questioning techniques to obtain required information. · Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. · Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. Maintain open lines of communication with emergency services providers. · Demonstrate an ability to multi-task using communication skills, motor and cognitive skills. · Demonstrate skills in interpreting and encapsulating information into a limited space format without compromising the accuracy of the facts. · Be able to apply recognized abbreviations, codes and formats when recording information. 	<ul style="list-style-type: none"> • Record complete and accurate information, using a computer keyboard , and based primarily on verbal communication. • Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. • Use interpersonal communications skills, including questioning techniques, relaying and documenting information; through clear, concise and accurate verbiage. • Perform multiple tasks, nearly simultaneously, using communication skills, motor and cognitive abilities. • Interpret and encapsulate information into a limited space format, without compromising the accuracy of the facts. • Recognize and utilize the standard police phonetic alphabet in obtaining and relaying information.

· Be able to recognize and utilize the standard police phonetic alphabet in obtaining and relaying information.	
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Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
X No

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

Please provide details, who was contacted and the resolution.

Yes X No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 110	Proposed prefix and number	Same
Current course title	Communication Center Operations – Basic Skills	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Introduction to the emergency communications simulator lab. This course involves the use of emergency communications equipment and standard operating procedures to simulate actual emergency calls and situations. Overview of the roles and responsibilities of emergency communications professionals in their work environment. Application of methods and theory obtained through classroom presentations, in an interactive lab setting,	Introduction to the emergency communications simulator lab. Application of methods and theory, in an interactive lab setting, using radio, telephone, computers and recording equipment. Includes the use of emergency communications equipment and standard operating procedures to simulate actual emergency calls and situations.

using radio, telephone, computers, recording equipment and various pre-employment screening tools.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Answer and process emergency and non-emergency telephone calls, through role-playing, applying appropriate questioning techniques. • Appropriately apply rules of prioritizing to simulated emergency calls. • Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. • Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. • Maintain open lines of communication with emergency services providers. • Demonstrate a high degree of understanding of terminology used in emergency services and be able to carry out requests quickly and accurately based upon interpretation of the discipline specific terminology. • Demonstrate the appropriate application of written policy and procedures to simulated situations. • Demonstrate increasingly more refined problem solving skills as scenarios and situation become more complex. • Demonstrate knowledge and application of criminal law in the 	<ul style="list-style-type: none"> • Answer and process emergency and non-emergency telephone calls, through the application of appropriate questioning techniques. • Appropriately apply rules of prioritizing to emergency calls. • Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. • Apply written policy and procedures to simulated and/or actual situations. • Apply increasingly more refined problem solving skills as scenarios and situation become more complex. • Apply knowledge of criminal law in the determination of appropriate responses to specific situations.

determination of appropriate responses to specific situations.			
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

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 <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ 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	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 111	Proposed prefix and number	Same
Current course title	Communication Center Operations - Intermediate Skills	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Introduction to the art of multi-discipline emergency response dispatching in an emergency communications simulation center. The course involves the use of emergency communications equipment and the application of policies, procedures and protocols to specific situations. Scenarios will be complex, may involve multiple responses and may have a high level of impact on individuals or the community. Identification and notification of a wide variety of resources both local and state will	Introduces the art of multi-discipline emergency response dispatching in an emergency communications simulation center. Includes the use of emergency communications equipment and the application of policies, procedures and protocols in the handling of specific situations. Prerequisite: ETC 110

be included in simulation. Prerequisite: ETC 110	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, through role-playing, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Appropriately apply policies and procedures to the handling of simulated emergency calls. • Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage, while dealing with difficult, uncooperative or mentally challenged callers. • Develop communication skills and learn to apply various techniques in questioning a variety of callers, including those with language barriers, those in emotional crisis and those in life-threatening situations. • Maintain open lines of communication with emergency services providers. Relay critical information, which can impact the outcome of an incident. • Demonstrate a high degree of understanding of terminology used in emergency services and be able to carry out requests quickly and accurately based upon interpretation 	<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Appropriately apply policies and procedures to the handling of emergency calls. • Apply skills in interpersonal communications, such as, questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with difficult, uncooperative or mentally challenged callers. • Communicate with emergency services providers. Relay critical information, which can impact the outcome of an incident. • Apply written policy and procedures to complex situations.

of the discipline specific terminology. • Demonstrate the appropriate application of written policy and procedures to complex simulated situations.	
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Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
X No

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

Please provide details, who was contacted and the resolution.

Yes X No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 112	Proposed prefix and number	Same
Current course title	Communication Center Operations – Advanced Skills	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Communication Center Operations-Advanced Skills This is the third in a series of 9-1-1 simulation labs designed to build skills in emergency call-taking and emergency services radio communication. The types of calls handled will involve volatile situations, such as, crimes in progress, incidents involving weapons, serious injuries or those having a severe impact upon individuals and the community. This course demands a high level of multi-	Covers emergency call-taking and emergency services radio communication in the in the 9-1-1 simulation lab Requires a high level of multi- tasking ability, quick responses and rapid problem-solving skills, as well as a familiarity with 911 computer software and multi-function telephone systems. This is the third course in a three-course sequence. Prerequisites: ETC 110 and ETC 111.

tasking ability, quick responses and rapid problem-solving skills, as well as a familiarity with 911 computer software and multi-function telephone systems. Prerequisites: ETC 110 and ETC 111.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate the ability to answer multiple emergency lines. • Screen calls to evaluate level of urgency and need for field response. • Accurately prioritize emergency calls and determine appropriate equipment and personnel needed. • Disseminate information in the most appropriate manner within the policies and procedures established as operational guidelines. • Demonstrate the ability to multi-task, in a variety of situations including: monitoring multiple radio channels, handling multiple telephone lines, inputting data into a computer program and assigning response units, while maintaining a level of awareness of the general activity of the com center. • Be able to utilize their problem-solving skills while dealing with serious, high-stress situations. • Apply standard protocols to specific situations. 	<ul style="list-style-type: none"> • Screen calls to evaluate level of urgency and need for field response. • Answer multiple emergency lines. • Accurately prioritize emergency calls and determine appropriate equipment and personnel needed. • Disseminate information in the most appropriate manner within the policies and procedures established as operational guidelines. • Utilize problem-solving skills while dealing with serious, high-stress situations. • Identify jurisdictional and political boundaries using various maps and geo files.
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

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 <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 115	Proposed prefix and number	Same
Current course title	Emergency Telecommunications-Capstone	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

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

Current Description	Proposed Description
Provides the opportunity to demonstrate and document a variety of activities completed during the two-term program. Skills learned and the practical application of various lab techniques will be presented in a portfolio that may be used by prospective employers to determine job readiness. Pre-employment testing and screening will be covered, as well as, a variety of community based activities. Students will be prepared to sit for various	Covers the creation of a portfolio documenting course work, activities, education and experience history. Includes the completion of a comprehensive personal history background.

state level certifications in emergency services related competencies, such as, law enforcement computer access, and emergency medical dispatch protocols.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Create documents, such as resumes, employment applications and personal history background forms, utilized in pre-employment screening. • Present themselves in a professional manner during oral interviews by an interview panel and one on one. • Obtain a variety of emergency services related state level certifications. • Participate in all phases of pre-employment screening for positions in the emergency telecommunications field. • Create a portfolio of their employment documents, certificates, examples of work product from simulator lab practical's, documentation of community based activities and an overview of coursework completed. 	<ul style="list-style-type: none"> • Create documents, such as resumes, employment applications and personal history background forms, utilized in pre-employment screening. • Present themselves in a professional manner during oral interviews by an interview panel. • Be prepared to obtain a variety of emergency services related state level certifications. • Participate in all phases of pre-employment and employment screening for positions in the emergency telecommunications field. • Create and update a portfolio of employment documents, certificates, examples of work product from simulator lab practical's, documentation of community based activities and an overview of coursework completed for employment opportunities.
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
X No

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

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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 201	Proposed prefix and number	Same
Current course title	LEDS	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
LEDS is the State of Oregon Law Enforcement data network. This course is designed as an overview of the LEDS system and to provide certification at the lowest level (Inquiry). Students will use the LEDS Operating Manual to format requests for information and to access links to state and local computer systems, as well as the National Crime Information System (FBI). State certification requires the application of certain programs to test records in the live	An overview of the State of Oregon Law Enforcement Data System, which provides computer data bases for state and local law enforcement; and the Criminal Justice Information System, interface with national computer systems. Completion of the LEDS Training Guide provides state certification at the Inquiry level. Students must complete a Criminal Background check and be free of any felony or drug related convictions. Prerequisite: ETC 103

system. Prerequisite: ETC 103.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate how to format inquiries using the LEDS operating manual. • Format and code information based upon NCIC codes and abbreviations. • Access a variety of computer test files, simulating warrants, missing person reports, stolen vehicles, etc, • Demonstrate the use of administrative messages to contact law enforcement agencies both local and national. • Upon successful completion of a written test and practical application of computer formats, students will receive a state certification valid for up to two years. 	<ul style="list-style-type: none"> • Format inquiries using the LEDS Operating Manual. • Format and code information based upon NCIC codes and abbreviations. • Access a variety of computer test files, simulating warrants, missing person reports, stolen vehicles, guns, articles and more. • Use Administrative Messages to contact law enforcement agencies both local and national. • Upon successful completion of a written test and practical application of computer formats, students will receive a state certification valid for up to two years.
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes X No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes X No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify 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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC 202	Proposed prefix and number	Same
Current course title	EMD Overview	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Emergency Medical Dispatching consists of emergency medical pre-arrival instructions to assist the average citizen in stabilizing and in some cases treating a medical emergency prior to the arrival of trained medical personnel. This overview explores the basic concept of emergency medical assistance delivered over the telephone and familiarizes the student with various protocols for dealing with specific emergency situations.	Covers Emergency Medical Dispatching including emergency medical pre-arrival instructions to assist the average citizen in stabilizing and , in some cases, treating a medical emergency prior to the arrival of trained medical personnel. Includes the delivery, over the telephone, of specific – physician approved - instructions for a variety of common medical emergencies.

Prerequisite/Concurrent: EMT 120 or current 1st Aid/CPR certification.	
Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Identify the chain of patient care and the duties of an Emergency Medical Dispatcher. Describe the psychology of dealing with life threatening situations and the methods of gaining control of situations and calming those affected. Apply appropriate terminology to injuries and illnesses and explain various procedures in simple, clear terms. Effectively interrogate callers to obtain vital medical information and to assist citizens in taking medically sound actions. Demonstrate the use of written pre-arrival protocols in specific simulated emergency situations. 	<ul style="list-style-type: none"> Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”. Apply questioning techniques for gaining control of the situation and calming those affected. Use appropriate terminology in describing injuries and illnesses; and explain various procedures in simple, clear terms. Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions. Use established EMD protocols in specific medical emergency situations.

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
X No

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

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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	X 5424
		Email	cbruneau@pcc.edu
Current prefix and number	ETC203A	Proposed prefix and number	Same
Current course title	Tactical Communication for High Risk Incidents	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	Same

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
High risk incidents such as kidnapping, hostage situations, and suicidal or mentally unstable persons require a higher level of communication skills and a greater degree of commitment on the part of the first responders and the emergency communications personnel. This course through the use of scenarios and role-playing allows the student to test these skills in a safe environment. Prerequisite: ETC 103 Prerequisite/corequisite: ETC 104.	High risk incidents such as kidnapping, hostage situations, and suicidal or mentally unstable persons require a higher level of communication skills and a greater degree of commitment on the part of the first responders and the emergency communications personnel. Through the use of scenarios and role-playing, skills can be tested in a safe environment. Prerequisite: ETC 103. Prerequisite/corequisite: ETC 104.

Reason for change	Update CCOGs and Course Description to reflect current PCC preferred verbiage and philosophy.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Students will meet the current Department of Public Safety Standards and Training requirements for dealing with high risk situations.</p> <ul style="list-style-type: none"> · Apply appropriate communication skills to specific situations. · Demonstrate use of appropriate phrases and concepts to calm and reassure individuals regardless of their role in the event. · Understand and apply the psychology of crisis intervention in specific situations. 	<ul style="list-style-type: none"> · Apply appropriate communication skills to specific situations. • Use appropriate phrases and techniques to calm and reassure individuals, regardless of their role in the event/situation. • Apply the psychology of crisis intervention in specific situations. • Follow the Department of Public Safety Standards and Training guidelines for dealing with high risk situations.

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

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

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes
X No

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

Please provide details, who was contacted and the resolution.

Yes
X No

Implementation term ☒ Next available term after approval
☐ Specify term

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
	cbruneau@pcc.edu	01/12/11
SAC Administrative Liaison	Email	Date
	lclausen@pcc.edu	01/14/11

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	EM 101	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Introduction to Emergency Services

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	2
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Use complex incident scenarios to assign duties and response functions to the appropriate emergency services discipline, based upon traditional roles and available manpower. Assign personnel and equipment, as needed, in a large-scale, evolving emergency situation, using established protocols and group discussion and consensus. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> Students will discuss various protocols and procedures to determine appropriate resource levels based upon jurisdiction, geographical features, resources, historical averages and statistical data. Using a variety of scenarios of emergency incidents, determine response level, assignment of equipment and personnel and allocation of specialized resources. Apply computation skills to a complex emergency response scenario, working in small groups, to determine security and safety perimeters; police, fire and EMS resource allocation, specific working assignments, equipment location and staging areas; project additional resources for an expanding event. Students will create a visual depiction of an emergency event, including primary location, surrounding structures, roadways and streets, locations of emergency response units and create a comprehensive operations plan to ensure a positive outcome, in protecting lives and property. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	0
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Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.
Content (Activities, Skills, Concepts, etc.): provide details or specifics

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Reflect on individual qualifications in relationship to the standard pre-employment screening process for emergency services professions. • Relate the history and development of various emergency services to modern day practices • Promote a sense of safety and security by communicating a calm and professional demeanor in dealing with individuals in high-stress situations 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Working in small groups as a team, with various emergency scenarios, to develop comprehensive multi-discipline concepts. • Discussing the various roles of responders from the three primary emergency services disciplines: Police, Fire and EMS. • Role-play to develop skills and employ standard techniques in dealing with angry, frustrated, upset, frightened, or emotional callers in traumatic situations. • Demonstrate problem-solving skills based upon written procedures and mutual cooperation. • Provide critique/feedback to other students in a productive, positive learning environment. • Practice cooperative responses and teamwork to promote positive call outcomes. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education:</p> <p>Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p>

	<p>Experience:</p> <p>At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Human Relations	<p>Education:</p> <p>Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience:</p> <p>At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	EM 103	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Introduction to Radio Communication

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)

10

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

- Apply proper radio procedures to insure responder and public safety.
- Comply with all FCC rules and regulations governing emergency radio broadcasting.
- Operate two-way radios in compliance with established policies and procedures, in simulated radio communications scenarios.
- Apply the proper use and maintenance of two-way radio equipment.

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

Students will:

- Learn processes for numerically defining police, fire, medical and other radio users.
- Based upon standard operating procedures, track time, in order to monitor activity and check status of field units. A unit is defined as equipment and personnel.
- Use approximation and ranges in describing physical characteristics of persons, vehicles and objects.
- Understand the assignment, location, range and strength of radio frequencies and the assignment of frequencies and channels to various groups.
- Using two-way radios, transmit and receive information, making correct channel selection and documenting identification of radio transmissions and users.
- Convert all times to military (24 hour) time format, both verbally and in written documentation.

Communication

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

30

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

- Use an understanding of the role and responsibilities of a radio dispatcher, when performing in the field.
- Apply proper radio procedures to insure responder and public safety.
- Comply with all FCC rules and regulations governing emergency radio broadcasting.
- Operate two-way radios in compliance with established policies and procedures.

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

Students will:

- Create and present scenarios based upon a specific formula. Scenarios will be presented both in written form and verbally, using radio equipment.
- Apply accepted policies and procedures for prioritizing calls, based upon time frame and urgency.
- Utilize standard formats and verbiage in conveying vehicle and suspect descriptions.
- Practice all aspects of the communications cycle: Message, Medium, Sender, Receiver and Feedback, to ensure clarity and understanding in all communications.
- Apply commonly accepted techniques in controlling and directing communications.
- Guest speakers will be utilized to present in areas of specialized communications, such as, Life Flight, Search and Rescue, Public Transportation, and Public Information (Media).

Human Relations

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

10

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

- Use an understanding of the role and responsibilities of a radio dispatcher, when performing in the field.
- Apply proper radio procedures to insure responder and public safety.
- Operate two-way radios in compliance with established policies and procedures.

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

Students will:

- Work in small groups, as a team, on a weekly basis, developing increasingly complex scenarios based upon lecture material.
- Discuss the various roles of responders from the three primary emergency services disciplines: Police, Fire and EMS.
- Role-play to develop skills and employ standard techniques in dealing with angry, frustrated, upset, frightened or emotional callers in traumatic situations.
- Demonstrate problem-solving skills based upon written procedures and mutual cooperation.
- Provide critique/feedback to other students, in a productive, positive learning environment.
- Practice cooperative responses and teamwork to promote positive call outcomes.
- Discuss the variety of callers requesting services, including: non-English speakers, mentally ill, impaired, children and elderly, and other vulnerable populations and their special needs. Trouble shooting resources to assist all callers.

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
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p>

	Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
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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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 103	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Introduction to Emergency Telecommunications

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)

4

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

- Identify the metropolitan area communication centers, their chief responsibilities and jurisdictions in order to be an effective emergency telecommunicator.
- Follow written standard operating procedures.
- Apply the proper techniques for use of two-way radios, multi-line telephone systems, computer-aided dispatch software, and audio recording devices

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

Students will:

- Apply 24 hour time to all time references used in the dispatch functions.
- Convert the standard UTC time designations using AM/PM to 24 hour time or convert 24 hour time to UTC time, using generally accepted formatting.
- Learn to calculate responder estimated arrival times, based upon location, service districts, geography and other variables.
- Gather statistical data for such activities as, emergency response times, call volume, public service requests, call types and length of on scene activities.
- Scenario based distribution of emergency response resources, jurisdictional assignments and functional assignments as related to equipment and personnel.
- Direct instruction in map reading, jurisdictional responsibilities based upon geographical and political boundaries, manpower and equipment allocation, and other resource allocation.

Communication

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

20

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

- Relate the evolution of emergency communications as a profession and the changing role of the Telecommunicator to present day operations.
- Follow written standard operating procedures.
- Use skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage.
- Maintain open lines of communication with emergency services providers.

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

Students will:

- Direct instruction in emergency services workplace communication skills and discipline specific language.
- Practice, through role-playing, the appropriate level and manner of communication with persons in crisis situations, to provide the most effective response and the highest level of customer service.
- Demonstrate brief, but accurate information relay by the most appropriate means, to facilitate the highest level of emergency response, in pre-determined situations.
- Participate in various exercises in relaying information concisely, accurately and with as little extraneous verbiage as possible.
- Identify the differences between policies, protocols and procedures, as they relate to specific agencies and their mandated responsibilities.
- Create a written example of a policy, protocol and procedure.

Human Relations

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

10

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

- Relate the evolution of emergency communications as a profession and the changing role of the Telecommunicator to present day operations.
- Identify the metropolitan area communication centers, their chief responsibilities and jurisdictions in order to be an effective emergency telecommunicator.
- Use skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage.
- Maintain open lines of communication with emergency services providers.

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

Students will:

- Learn to respect authority, through the application of the principles of "Chain of Command".
- Develop techniques for dealing with all individuals seeking help in a crisis situation, using non-judgmental and respectful language and expressing empathy.
- Practice communication skills and techniques to effectively provide information, referrals and support to all segments of society.
- Develop a high degree of professionalism in relationships with co-workers, field responders and supervisors by acknowledging rank and seniority and seeking advice and input in unfamiliar or unusual situations. Acknowledgement of rank and authority will be a part of role-playing activities and scenario based training.

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
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

X ☐ Human
Relations

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Certification:

Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 104	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Emergency Telecommunications: Call-Taking

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)

4

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

- Apply the correct priority and response level to fire service calls.
- Use interpersonal communications skills in the questioning of callers; relaying of information and documenting events and responses.

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

Students will:

- Receive direct instruction in determining “level of response” based upon time and distance factors.
- Evaluate procedures and determine type of equipment and manpower response to specific incidents, based upon protocols and procedures, and principles of allocation of resources.
- Identify the appropriate units and personnel to respond to specific situations based upon type, location and time of incident and urgency of response.
- Practice allocation of resources, based on appropriate response levels, while maintaining response capabilities for all areas of responsibility. Using scenarios, manage resources in constantly changing environments.
- Document and maintain the current response status of all units within a jurisdiction, whether assigned or unassigned.
- Monitor times of assigned or active units to promote efficient allocation of resources and protect responder safety.

Communication

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

20

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

- Differentiate the role & responsibilities of emergency communications personnel in fire and medical emergencies and apply the appropriate policies, procedures and protocols.
- Use interpersonal communications skills in the questioning of callers, relaying of information and documenting events and responses.
- Maintain open lines of communication with emergency services providers using all available technologies.
- Communicate using clear, concise, and accurate language; correctly use discipline specific terminology.

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

Students will:

- Direct instruction in dealing with highly volatile situations.
- Direct instruction in dealing with individuals in emotional crisis.
- Learn and practice methods and techniques for dealing with frightened, injured, mentally unstable and suicidal individuals.
- Practice communication skills in dealing with non-English speakers in small group settings.
- Practice various forms of verbal and written communication in dealing with speech or hearing impaired individuals.
- Role-play, using various techniques in dealing with angry, rude or verbally abusive callers.

Human Relations

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

8

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

- Differentiate the role & responsibilities of emergency communications personnel in fire and medical emergencies and apply the appropriate policies, procedures and protocols.
- Use interpersonal communications skills in the questioning of callers, relaying of information and documenting events and responses.
- Maintain open lines of communication with emergency services providers using all available technologies.
- Communicate using clear, concise, and accurate language; correctly use discipline specific terminology.

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

Students will:

- Apply the principles of "Chain of Command" and authority as it applies to the fire service.
- Use the appropriate language and terminology for fire and medical emergency communications.
- Practice communication skills and techniques to effectively provide information, referrals and support to all segments of society.
- Maintain a professional demeanor; develop a calming tone of voice and encourage individuals in crisis and provide hope that help will arrive.
- Respect the confidentiality of information. Do not repeat personal or private information.

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
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification –</p>

Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Certification:

Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 105	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Crisis Intervention & Critical Incident Stress Management

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)

0

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

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

Communication

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

10

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

- Recognize the effects of crisis situations and traumatic events on individuals in order to provide a proper response.
- Employ an awareness of the physical and psychological responses to highly stressful activities in order to provide a proper response.
- Apply the principles of the CISM system in a controlled scenario.
- Participate in a defusing or debriefing exercise, within the parameters of the CISM model.

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

Students will:

- Apply proven techniques for communicating with individuals, in crisis.
- Provide support, empathy and discuss available resources.
- Utilize persuasive argument to redirect individuals from violent or harmful behaviors.

- Become a resource by listening and remaining calm and avoiding negative reactions to crisis behaviors and comments.
- Make constructive comments and suggestions; providing hope that things will get better.
- Role-play, using scenarios involving, crisis situations.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Recognize the effects of crisis situations and traumatic events on individuals in order to provide a proper response. • Develop an awareness of the physical and psychological responses to highly stressful activities in order to provide a proper response. • Analyze personality types and how such typing can predict or be used to deal with responses to specific situations. • Apply the principles of the CISM system in a controlled scenario. • Participate in a defusing or debriefing exercise, within the parameters of the CISM model. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students will: <ul style="list-style-type: none"> • Develop an understanding of and respect for various cultures and their customs in dealing with trauma and crisis. • Develop personal resources to deal with job related stress. • Encourage relationships, not related to your work; or to others involved in the same type of work. • Understand the psychology of victimization and the impact upon individuals and society. • Foster understanding and respect for vulnerable populations. • Learn to observe signs of harmful stress in co-workers and address it appropriately. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above

<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 105 must have current training or a certificate in Critical Incident Stress Management through an Oregon - Department of Public-Safety Standards and Training (DPSST) approved program.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 105 must have current training or a certificate in Critical Incident Stress Management through an Oregon - Department of Public-Safety Standards and Training (DPSST) approved program.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 106	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Introduction to Criminal Law

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)

4

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

- Use the Oregon Criminal Code to identify various types of property and person crimes
- Differentiate between civil and criminal actions and classify incidents as crimes, by type, elements and category.
- Classify incidents as crimes, by type and category, based upon information received from the public or members of the criminal justice system.
- Articulate the criminal justice processes, including investigation, apprehension, custody and prosecution to the public and direct referrals to the appropriate authorities.

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

Students will:

- Direct instruction on location and identification of state statutes, rules and regulations, violations and ordinances, based upon Oregon laws.
- Locate various criminal laws, elements of the crime and penalties, using Oregon Revised Statutes and the ORS numbering system.
- Use the judicial matrix for sentencing misdemeanor and felony convictions, to determine sentencing guidelines. Express sentencing terms in months and/or years.
- Identify type and degree of crime based upon monetary value of property loss.
- Calculate age of offender and/or victim, to determine type and degree of crime, according to statutes and legal precedents.

Communication

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

4

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

- Understand legal terminology and apply the correct language when relaying information, received from the public, in the reporting of criminal or suspicious activity.
- Articulate the criminal justice processes, including investigation, apprehension, custody and prosecution to the public and direct referrals to the appropriate authorities.
- Protect the constitutional and civil rights of citizens impacted by the administration of duties within the criminal justice system.

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

Students will:

- Apply appropriate questioning techniques to obtain information to correctly categorize crimes.
- Define legal terms.
- Apply concepts of civil and criminal liability to specific situations and categorize appropriately.
- Relate legal concepts to information received from public reports of generally suspicious or possibly illegal activities.
- Distinguish between criminal and civil situations and provide the appropriate referral.

Human Relations

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

4

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

- Articulate the criminal justice processes, including investigation, apprehension, custody and prosecution to the public and direct referrals to the appropriate authorities.
- Protect the constitutional and civil rights of citizens impacted by the administration of duties within the criminal justice system.

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

Students will:

- Receive direct instruction in community based resources for victims of crime.
- Develop communication skills to provide information, comfort, reassurance and hope for victims.
- Apply commonly accepted methods of dealing with individuals involved in violent crimes or traumatic incidents.
- Demonstrate peer support to co-workers experiencing stress reactions to traumatic events.

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 <u>qualifications instructors</u> must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 106 must have recent experience in the judicial system, either through employment or volunteer activities; or have a minimum of 60 hours of course work in law.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 106 must have recent experience in the judicial system, either through employment or volunteer activities; or have a minimum of 60 hours of course work in law.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p>

Certification:

Instructors in ETC 106 must have recent experience in the judicial system, either through employment or volunteer activities; or have a minimum of 60 hours of course work in law.

Related Instruction:

Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 108	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	2	Course Title:	Transcription for Telecommunicators

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)

4

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

- Record complete and accurate information, using a computer keyboard , and based primarily on verbal communication.
- Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures.
- Perform multiple tasks, nearly simultaneously, using communication skills, motor and cognitive abilities.
- Interpret and encapsulate information into a limited space format, without compromising the accuracy of the facts.

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

Students will:

- Utilize Military (24 hour) time format in all time references, written and verbal.
- Obtain critical information within 60 seconds of receiving or initiating a call and input data into computer-aided dispatch (CAD) program.
- Express physical identifiers, height, weight, age, etc. using either specific data or estimates and ranges.
- Identify specific individuals, vehicles, or objects based upon various types of numeric identification, such as, ID numbers, licenses, serial numbers or other forms of identification.
- Practice “split-ear” listening, sorting and recording simultaneous bits of information from multiple sources, including numbers, letters and words, and maintaining a high degree of accuracy.
- Apply formats to express specific data in as concise and accurate manner as possible.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Record complete and accurate information, using a computer keyboard , and based primarily on verbal communication. Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. Use interpersonal communications skills, including questioning techniques, relaying and documenting information; through clear, concise and accurate verbiage. Perform multiple tasks, nearly simultaneously, using communication skills, motor and cognitive abilities. Interpret and encapsulate information into a limited space format, without compromising the accuracy of the facts. Recognize and utilize the standard police phonetic alphabet in obtaining and relaying information. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students will: <ul style="list-style-type: none"> Receive direct instruction in coding, abbreviating and formatting information to meet requirements of CAD and established radio procedures. Transfer information obtained aurally into computer forms using predetermined formats. Obtaining information from audio recordings and document the information using various computer programs. Gather critical and specific information from callers using various questioning techniques. Relay information using proper order and format, in a brief and accurate manner. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs.

Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction Clearly identify [qualifications instructors](#) must have to teach EACH area as identified above

☒ Computation

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

☒ Communication

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

☐ 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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 110	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – Basic Skills

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)

4

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

- Appropriately apply rules of prioritizing to emergency calls.
- Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures.
- Apply written policy and procedures to simulated and/or actual situations.
- Apply knowledge of criminal law in the determination of appropriate responses to specific situations.

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

Students will:

- Apply Military (24 hour) time to all Dispatch functions.
- Use Military time format to compute times.
- Read maps, plot grids and find address numbering ranges.
- Calculate distances traveled based upon speed and time.
- Calculate estimated travel times based upon geography, weather conditions, traffic flow and congestion.
- Utilize time as a factor in emergency and non-emergency response level and prioritization.
- Apply established procedures to maintain minimum available resources and increase or decrease assigned personnel and equipment, as necessary.

Communication

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

5

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

- Answer and process emergency and non-emergency telephone calls, through role-playing, applying appropriate questioning techniques.
- Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures.
- Apply written policy and procedures to simulated and/or actual situations.
- Apply increasingly more refined problem solving skills as scenarios and situation become more complex.
- Apply knowledge of criminal law in the determination of appropriate responses to specific situations.

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

Students will:

- Answer simulated 9-1-1 calls in a emergency communication center environment.
- Use multi-line telephones and computer programs to communicate with all types of responders.
- Use plain English to communicate with responders over two-way radios.
- Transmit and/or relay information via computer or two-way radio, using commonly understood language, briefly and accurately, in an accepted format.
- Obtain and record primary information adequate to properly dispatch responders with a high level of accuracy.

Human Relations

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

5

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

- Answer and process emergency and non-emergency telephone calls, through the, application of appropriate questioning techniques.
- Apply written policy and procedures to simulated and/or actual situations.
- Apply increasingly more refined problem solving skills as scenarios and situation become more complex.
- Apply knowledge of criminal law in the determination of appropriate responses to specific situations.

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

Students will:

- Direct instruction in computer-aided dispatch (CAD) functions and data input.
- Develop resources useful in obtaining information from non-English speakers.
- Maintain a high level of professionalism when dealing with difficult callers, who may be, intoxicated, angry, profane, rude or demanding.
- Practice de-escalating volatile situations using calming techniques in role-playing exercises.
- Maintain a professional relationship with field responders in all communications.
- Utilize humor only in appropriate situations.

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
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

X ☐ HumanRelations**Education:**

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Certification:

Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 111	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – Intermediate Skills

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)

4

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

- Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources.
- Appropriately apply policies and procedures to the handling of emergency calls.
- Communicate with emergency services providers. Relay critical information, which can impact the outcome of an incident.
- Apply written policy and procedures to complex situations.

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

Students will:

- Direct instruction in map reading, response districts and location of resources, such as Fire Stations, Police Precincts, Hospitals and EMS Offices.
- Calculating resource response time in relation to resource location and incident location.
- Determine the most appropriate assignment based upon current location and level of activity in specific areas.
- Maintaining minimum resource availability or reallocating resources in order to temporarily staff specific locations.
- Computing wind speeds and weather conditions in isolating hazardous materials.
- Computing fire size based upon current conditions, amount of smoke and/or visible flames in relation to structure size.
- Computing wildfire size in relation to land area, fuel and current conditions.

- Determining the type and number of apparatus to be assigned.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Appropriately apply policies and procedures to the handling of emergency calls. • Apply skills in interpersonal communications, such as, questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with difficult, uncooperative or mentally challenged callers. • Communicate with emergency services providers. Relay critical information, which can impact the outcome of an incident. • Apply written policy and procedures to complex situations. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Determine appropriate questions and order of questions to create a response request. • Monitor and control radio communications for multiple ongoing activities. • Develop skill in listening and recording information simultaneously. • Prepare facts and detail narratives in the most concise and accurate manner possible, while maintaining clarity. • Record important primary data with a high degree of accuracy. • Relay information using clear speech at a moderate rate, that can be easily copied. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Apply skills in interpersonal communications, such as, questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with difficult, uncooperative or mentally challenged callers. • Communicate with emergency services providers. Relay critical information, which can impact the outcome of an incident. • Apply written policy and procedures to complex situations. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Maintain a calm and professional tone in radio transmissions, at all times. • Demonstrate techniques for calming callers. • Project professionalism over the radio and/or telephone in all business contacts. <p>Learn to accept anger and frustration directed at dispatchers , not as a personal attack.</p>		

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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:

Bachelor's Degree in one of the following fields of study: Communications,

Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Certification:

Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

☒ Communication

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Certification:

Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

	<p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<p>X <input type="checkbox"/> Human Relations</p>	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 112	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – Advanced Skills

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)

6

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

- Screen calls to evaluate level of urgency and need for field response.
- Answer multiple emergency lines.
- Accurately prioritize emergency calls and determine appropriate equipment and personnel needed.
- Identify jurisdictional and political boundaries using various maps and geo files.

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

Students will:

- Direct instruction in map reading, plotting map grids, districting and CAD geo files.
- Plot routes from point to point, taking into account physical barriers, shortest route and fastest route.
- Analyze various timeframes on emergency response priorities.
- Prioritize response based upon life threat factors.
- Compute size of impacted area in hazardous materials events.
- Compute isolation distances for various types of hazardous materials.
- Determine type and amount of specialized equipment for large scale rescues, such as an aircraft crash.

Communication

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

10

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

- Screen calls to evaluate level of urgency and need for field response.
- Answer multiple emergency lines.
- Disseminate information in the most appropriate manner within the policies and procedures established as operational guidelines.

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

Students will:

- Develop skill in relaying technical information verbatim.
- Learn to coordinate simultaneous conversations with responders on large scale events.
- Monitor and direct multiple units on the same response.
- Monitor and direct multiple units of separate, unrelated events.
- Keep ongoing status on all on duty responders.

Human Relations

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

10

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

- Screen calls to evaluate level of urgency and need for field response.
- Answer multiple emergency lines.
- Accurately prioritize emergency calls and determine appropriate equipment and personnel needed.
- Disseminate information in the most appropriate manner within the policies and procedures established as operational guidelines.
- Utilize problem-solving skills while dealing with serious, high-stress situations.

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

Students will:

- Coordinate responses with all field units.
- Incorporate principles of "Chain of Command" in assisting field responders in successfully completing their assignments.
- Coordinate activities and assignments from Supervisors to Field Units and relay directions and requests.
- Work with responders as a team member, not as a separate entity.
- Respect the roles and responsibilities of the various emergency services disciplines.

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Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years)</p>

	<p>experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<p>X <input type="checkbox"/> Human Relations</p>	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 115	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Emergency TeleCommunicator: Capstone

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)

10

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

- Create documents, such as resumes, employment applications and personal history background forms, utilized in pre-employment screening.
- Be prepared to obtain a variety of emergency services related state level certifications.
- Participate in all phases of pre-employment and employment screening for positions in the emergency telecommunications field.
- Create a portfolio of employment documents, certificates, examples of work product from simulator lab practical's, documentation of community based activities and an overview of coursework completed for employment opportunities.

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

Students will:

- Calculate years of service for prior jobs in order to complete resumes, applications, and background checks.
- Maintain documentation of activities involving observations and "ride alongs" with emergency services professionals, including date and time of each activity and a chronological log of activities and disposition of activity.
- Express job tasks in percentage of time required or averaged for specific tasks.
- Recording and relaying number/letter combinations, addresses, telephone numbers and other numeric identifiers used in computerized pre-employment screening tests.
- Create a comprehensive personal background history, including personal information, work experience, education, all prior residences and length of time, medical, military and financial records and information regarding personal relationships which contain specific dates,

locations, timeframes and contact information.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> • Create documents, such as resumes, employment applications and personal history background forms, utilized in pre-employment screening. • Present themselves in a professional manner during oral interviews by an interview panel. • Be prepared to obtain a variety of emergency services related state level certifications. • Participate in all phases of pre-employment and employment screening for positions in the emergency telecommunications field. • Create a portfolio of employment documents, certificates, examples of work product from simulator lab practical's, documentation of community based activities and an overview of coursework completed for employment opportunities. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Professionally communicating with supervisors to set up sit along/ride along details. • Create professional looking documents to provide to future employers. • Work in small groups to practice interviewing skills. • Participate in a mock interview with a panel of 3-4 industry professionals who will evaluate and provide constructive feedback. Interview will be video recorded so students may self-evaluate. • Write reports on activities, which may be shared with perspective employers. • Write sample cover letters, resumes, requests for recommendations or references, and acknowledgements (Thank You) letters for professional contacts. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Create documents, such as resumes, employment applications and personal history background forms, utilized in pre-employment screening. • Present themselves in a professional manner during oral interviews by an interview panel. • Be prepared to obtain a variety of emergency services related state level certifications. • Participate in all phases of pre-employment screening for positions in the emergency telecommunications field. • Create a portfolio of employment documents, certificates, examples of work product from simulator lab practical's, documentation of community based activities and an overview of coursework completed for employment opportunities. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Present themselves in a professional manner during oral interviews (video recorded) by an interview panel and in one on one interviews. 		

- Participate in all phases of pre-employment screening for positions in the emergency telecommunications field.
- Professionally communicating with supervisors to set up sit along/ride along details.
- Create professional looking documents to provide to future employers.
- Work in small groups to practice interviewing skills.
- Participate in a mock interview with a panel of 3-4 industry professionals who will evaluate and provide constructive feedback. Interview will be video recorded so students may self-evaluate.

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Instructor Qualifications

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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
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<input checked="" type="checkbox"/> Computation	<p>Education:</p> <p>Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience:</p> <p>At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education:</p> <p>Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience:</p> <p>At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p>

	<p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<p><input checked="" type="checkbox"/> Human Relations</p>	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

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:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 202	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	2	Course Title:	Emergency Medical Dispatch: Overview

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”. Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions. Use established EMD protocols in specific medical emergency situations 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> Obtain information, based upon scripted scenarios, which includes medications; identified by type, dosage and specific instructions. Determine chief complaint based upon information received regarding patient's current condition, blood pressure, pulse rate, temperature, level of consciousness and breathing. Relay patient vitals and update any changes to condition to medical responders and/or hospital staff. Determine past medical history, illnesses, chronic conditions and treatment. Calculate estimated response times and appropriate actions pre-arrival. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”. 		

- Apply questioning techniques for gaining control of the situation and calming those affected.
- Use appropriate terminology in describing injuries and illnesses; and explain various procedures in simple, clear terms.
- Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions.
- Use established EMD protocols in specific medical emergency situations

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

Students will:

- Question callers to determine medical problem or condition.
- Determine appropriate pre-arrival instructions (PAI's) to be implemented.
- Relay step by step instructions following established protocols.
- Question callers about results of the actions after the completion of each set of instructions.
- Accurately, relay patient condition, status of treatment and any changes in situation, to responders.
- Provide responders with as complete a description of the situation as possible.

Human Relations

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

10

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

- Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”.
 - Apply questioning techniques for gaining control of the situation and calming those affected.
 - Use appropriate terminology in describing injuries and illnesses; and explain various procedures in simple, clear terms.
 - Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions.
- Use established EMD protocols in specific medical emergency situations.

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

Students will:

- Maintain professionalism through tone and modulation of voice and projecting a calm demeanor, even when caller is hysterical or out of control.
- Calm caller and/or patient and reassure them that they can help and that you will guide them.
- Encourage caller or patient to follow instructions and to remain calm.
- Confirm with the caller that help is being sent.
- Practice in simulations dealing with a wide variety of medical emergencies.
- Reassure individuals performing First-Aid or CPR that they are helping and that they are doing a good job.
- Maintain the confidentiality of any medical or personal information regarding a patient.

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Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 202 must have a current First Aid/CPR card; have completed a state of Oregon Department of Public-Safety Standards & Training approved Emergency Medical Dispatch (EMD) course; or nationally recognized EMD course.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Certification: Instructors in ETC 202 must have a current First Aid/CPR card; have completed a state of Oregon Department of Public-Safety Standards & Training approved Emergency Medical Dispatch (EMD) course; or nationally recognized EMD course.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

X ☐ Human
Relations

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Certification:

Instructors in ETC 202 must have a current First Aid/CPR card; have completed a state of Oregon Department of Public-Safety Standards & Training approved Emergency Medical Dispatch (EMD) course; or nationally recognized EMD course.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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

- ☒ title
- ☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 101	Proposed prefix and number	no change
Current course title	Introduction to A & P	Proposed title (60 characters max)	Introduction to Aviation Maintenance Technology
Reason for title change	To align the name of the Introduction course with the program name and reduce prospective student confusion with Introduction to Anatomy and Physiology courses.	Proposed transcript title (30 characters max)	Introduction to AMT

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
Familiarization with aviation maintenance technology, including: program requirements, safety, aircraft and engines, general-purpose common hand tools, work ethics and career opportunities. This course is a prerequisite for all other AMT courses.		Familiarization with aviation maintenance technology careers, including, program admission and completion requirements, continuing training and certification requirements, general industry safety standards, and career opportunities within the aviation maintenance industry. Inform prospective students of the training and career requirements allowing prospective students to determine if this is an appropriate profession choice. This course is a prerequisite for all other AMT courses.
Reason for change	Expanded description of the course.	

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Demonstrate a knowledge of program requirements for both certification and graduation. 2. Demonstrate a familiarity with acceptable work ethics and traits, problem solving theory, and also career opportunities. 3. Identify aircraft and aircraft powerplants using proper nomenclature. 4. Demonstrate a knowledge of safety issues and precautions in aviation maintenance including fire extinguishment. 	<ol style="list-style-type: none"> 1. Identify program requirements for both certification and graduation and determine appropriate action regarding continuance in the AMT program. 2. Apply basic knowledge, skills and attitudes necessary to work within the ethical standards of the aviation maintenance industry. 3. Locate, identify and implement basic strategies of problem solving techniques. 4. Locate, identify and discern the personal implications regarding the aircraft maintenance technician career choice. 5. Identify and use basic nomenclature for typical aircraft and aircraft powerplants. 6. Apply basic knowledge, skills and attitudes necessary to manage risk and work safely within the aviation maintenance industry. 7. Identify and implement basic strategies for avoiding aircraft fire hazards and procedures for effective fire extinguishment. 8. Recognize the proper application of various basic hand tools and differences in tool manufacturer tool kit offerings.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe	gbynoe@pcc.edu	
Dave Kercher	dkercher@pcc.edu	
SAC Administrative Liaison	Email	Date
Irene Giustini, MMT Div. Dean		

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

- ☒ title
- ☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 102	Proposed prefix and number	no change
Current course title	Aircraft Electricity I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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<p>1. Understand and apply the factors that affect voltage, resistance and current in any electrical circuit.</p> <p>2. Identify commonly used symbols in the tracing of electrical circuits.</p> <p>3. Determine, by measurement or calculation, the values of power, voltage, current and resistance in any electrical circuit.</p> <p>4. Apply the principles and uses of magnetism and electromagnetism in electrical circuits and components.</p> <p>5. Explain an understanding of the operating principles of electrical instruments in their use in monitoring, measuring, or troubleshooting.</p> <p>6. Identify and apply the factors that affect both the combined resistive forces and the power of an alternating current circuit.</p>	<p>1. Identify and apply the factors affecting voltage, resistance and current to aircraft electrical circuits.</p> <p>2. Identify and use common electrical symbols during the basic analysis of basic electrical circuits.</p> <p>3. Identify and apply by measurement or mathematical calculation the values of power, voltage, current and resistance in aircraft electrical circuits.</p> <p>4. Identify and apply the use of magnetism and electromagnetism during the analysis of basic aircraft electrical circuits.</p> <p>5. Identify and apply basic strategies for the use of electrical test or monitoring instruments during the testing, monitoring and troubleshooting of basic aircraft electrical circuits.</p> <p>6. (No proposed changes.)</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 105	Proposed prefix and number	no change
Current course title	Aviation CFRs and Related Subjects	Proposed title (60 characters max)	No change
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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<p>1. Identify ground operating hazards, and the characteristics of aviation fuels; and safely start, ground operate, move, service, and secure aircraft.</p> <p>2. Select, use and compose entries for aircraft maintenance forms, records, reports, and documents.</p> <p>3. Read, comprehend, and apply information contained in FAA and manufacturer's aircraft maintenance publications and data.</p> <p>4. Interpret and apply the Code of Federal Regulations (CFR) regarding mechanic privileges, limitations, and certification procedures required for aircraft maintenance.</p>	<p>(Change to current CO 1.)</p> <p>1. Identify and implement a strategy for avoiding aircraft ground-operating hazards.</p> <p>2. Identify and implement aircraft type requirements for safe starting, ground operation and movement, servicing and securing.</p> <p>-----</p> <p>3. Select and use or compose entries for aircraft maintenance forms, records, reports and documents.</p> <p>(No changes to current CO 3 – 4.)</p>
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Reason
for
change

No essential change to the outcomes.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

- ☒ title
- ☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 115	Proposed prefix and number	no change
Current course title	Aircraft Structures and Inspection	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

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

<p>1. Inspect, and make independent airworthiness judgments of aircraft structures based on the knowledge of applicable airworthiness requirements and airframe stresses.</p> <p>2. Develop a plan that will result in accurate and rapid maintenance research</p> <p>3. Develop and use systems of maintenance record entries that are understandable and meet applicable regulations within the industry.</p>	<p>1. (No changes proposed.)</p> <p>2. Identify and implement a strategy for accurate and timely maintenance research.</p> <p>3. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations.</p> <p>4. Communicate effectively with employers, co-workers and costumers in a professional manner.</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to align better with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

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

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

☐ Placement into: .

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

☒ yes
☐ no

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 117	Proposed prefix and number	no change
Current course title	Reciprocating Engine Theory and Maintenance	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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<p>1. Describe verbally and graphically the principles of; construction, operation, troubleshooting and maintenance of aircraft reciprocating engines.</p> <p>2. Understand the necessity of complete research of all current manufacturer service information, and other airworthiness requirements including airworthiness directives, prior to beginning an overhaul or other maintenance operation.</p> <p>3. Determine airworthiness directive and service bulletin compliance status of engine components.</p>	<p>1. Apply knowledge of construction and operation to the maintenance, repair and troubleshooting of aircraft reciprocating engines.</p> <p>2. Identify, analyze and apply strategies for the research of all current manufacturer service information, and other airworthiness requirements including airworthiness directives, prior to the maintenance, repair or overhaul of aircraft reciprocating engines.</p> <p>3. Determine the conformity status of aircraft reciprocating engines and components through research and analysis of applicable airworthiness directives and service bulletins.</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes
☐ no

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation
term

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

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

Section # 2 Department Review

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

SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 120	Proposed prefix and number	no change
Current course title	Propellers and Engine Installation	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

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

Current learning outcomes	New learning outcomes

1. Perform maintenance and inspection on fixed/variable pitch propellers, and propeller control systems using proper procedures and techniques.	1. Identify and apply all current manufacturer service information, and other airworthiness requirements including airworthiness directives during the performance of maintenance and inspection of aircraft fixed and variable pitch propellers.
2. Perform engine removal, installation, adjustments and testing.	2. Identify and apply acceptable aviation maintenance standards during the performance of aircraft reciprocating engine removal and installation, testing and adjustment.

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

Current prerequisites, co-requisites and concurrent

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

☐ Placement into: .

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
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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	<input checked="" type="checkbox"/> Next available term after approval
----------------	--

term	<input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 121	Proposed prefix and number	no change
Current course title	Turbine Engine Theory and Maintenance	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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1. Understand and apply the principles of turbine engine operation and thrust production including the role of various systems and components.	1. Identify and apply the principles of turbine engine operation and thrust production including the role of various systems and components during the maintenance, repair and troubleshooting of aircraft turbine engines.
2. Identify the components of the turbine engine, and turbine engine systems.	2. Identify and apply the principles of turbine engine component operation and their impact on the operation of the aircraft turbine engine during maintenance, repair and troubleshooting.

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

Current prerequisites, co-requisites and concurrent

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

☐ Placement into: .

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
--	--

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation	<input checked="" type="checkbox"/> Next available term after approval
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term	<input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

- ☒ title
- ☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 123	Proposed prefix and number	no change
Current course title	Ignition Systems	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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<p>1. Safely perform reciprocating and turbine engine ignition system maintenance in accordance with the manufacturer service data, industry practices, and applicable regulations.</p> <p>2. Perform engine run-up and troubleshoot ignition system and related engine system discrepancies.</p> <p>3. Perform magneto overhaul (as defined in 14 CFR 43.2), using manufacturers instructions, special tools, and test equipment.</p>	<p>1. Safely perform aircraft reciprocating and turbine engine ignition system maintenance in accordance with the manufacturer service data, industry practices, and applicable regulations.</p> <p>-----</p> <p>2. Perform engine run-up in accordance with the manufacturer service data, industry practices, and applicable regulations and</p> <p>3. Troubleshoot ignition system and related engine system discrepancies in accordance with the manufacturer service data, industry practices, and applicable regulations.</p> <p>-----</p> <p>4. Perform magneto overhaul, using manufacturer's instructions, special tools, and test equipment.</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 203	Proposed prefix and number	no change
Current course title	Aircraft Electricity II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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<p>1. Understand and apply the principles of aircraft battery inspection and servicing.</p> <p>2. Explain the operating principles of transformers and rectifiers.</p> <p>3. Understand and perform the installation of electrical wiring and circuit devices.</p> <p>4. Analyze and troubleshoot circuits by interpreting diagrams for position and warning system circuits, power distribution circuits, and those that include solid state devices and logic functions.</p>	<p>1. Inspect and service aircraft batteries with an understanding of their function in an aircraft electrical circuit.</p> <p>2. Identify and apply the operating principles of transformers and rectifiers when accomplishing aircraft maintenance.</p> <p>3. Identify and apply aviation industry standards during the installation, inspection and repair of aircraft electrical wiring and circuit devices.</p> <p>4. Identify and implement acceptable strategies for analyzing and troubleshooting aircraft electrical circuits including position and warning systems, power distribution circuits, and basic solid state devices using logic functions.</p> <p>5. Identify and apply acceptable strategies for the safe operation of aircraft electrical components and systems.</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to align better with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 204	Proposed prefix and number	no change
Current course title	Aircraft Electricity III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

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

Current learning outcomes	New learning outcomes
---------------------------	-----------------------

1. Perform inspections and repairs of aircraft electrical generators, alternators and motors. 2. Inspect, test and troubleshoot aircraft electrical generating systems and components. 3. Understand the electrical principles of various airframe and powerplant sensing and indicating systems.	1. Inspect and repair aircraft electrical generators, alternators and motors. 2. Identify and apply acceptable strategies for the testing and troubleshooting of aircraft electrical generating systems and their components. 3. Identify and apply the principles of function of various airframe and powerplant sensing and indicating components and systems 4. Identify and apply acceptable strategies for the safe operation of aircraft electrical components and systems.
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to align better with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes
☐ no

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@pcc.edu	_____

<p>1. Identify aircraft system component functions and relationships by explaining the operating principles, and concepts of basic physics found in atmospheric control, ice and rain control, position and warning, fire protection and fuel systems.</p> <p>2. Inspect and safely perform maintenance and troubleshooting on aircraft cabin atmospheric control, ice and rain control, position and warning, fire protection, and fuel systems using the manufacturer service manuals, acceptable industry practices and applicable regulations.</p>	<p>1. Identify and apply the principles of function and safe operation to aircraft cabin atmospheric control systems, ice and rain protection systems, position and warning systems, fire protection and warning systems and fuel systems and their components when operating and maintaining aircraft.</p> <p>2. No changes proposed.</p>
Reason for change	<p>No essential change to the outcome.</p> <p>Revision of Outcome language to better align with current Outcomes strategies.</p>
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, co-requisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into: .	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into: .	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
<p>Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.</p> <div style="display: flex; justify-content: flex-end; align-items: center;"> <input checked="" type="checkbox"/> yes <input type="checkbox"/> no </div>	
<p>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.</p>	
<p>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</p>	
<p>Please provide details, who was contacted and the resolution.</p>	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 212	Proposed prefix and number	no change
Current course title	Sheet Metal	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

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

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 Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

- ☒ title
☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 213	Proposed prefix and number	no change
Current course title	Hydraulics, Pneumatics, and Landing Gear	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

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

<p>1. Explain the function, operation and relationships found in landing gear, hydraulic and pneumatic systems, and their components including their application to general aviation and transport category aircraft.</p> <p>2. Inspect and safely perform maintenance and troubleshooting on aircraft landing gear, hydraulic and pneumatic systems and their components, in accordance with the manufacturer's service manuals, and acceptable industry practices and applicable regulations.</p> <p>3. Apply physics principles governing landing gear, hydraulic and pneumatic systems.</p>	<p>1. Identify and apply the principles of function and safe operation of aircraft landing gear, hydraulic and pneumatic systems and their components when operating and maintaining aircraft.</p> <p>2. No change proposed.</p> <p>3. Identify and apply basic theory and computation skills regarding hydraulic and pneumatic power as they relate to landing gear and various aircraft structure mechanical advantage devices.</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation
term

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

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

Section # 2 Department Review

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

SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

- ☒ title
- ☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 218	Proposed prefix and number	no change
Current course title	Powerplant Inspection	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

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

Current learning outcomes	New learning outcomes
---------------------------	-----------------------

1. Understand and perform all the requirements of 100-hour and conformity inspections on aircraft powerplant installations. 2. Determine the Airworthiness Directive compliance status of an aircraft powerplant installation. 3. Inspect, troubleshoot and repair engine instrument, lubrication, cooling, exhaust and fire protection systems.	1. Inspect, and make independent airworthiness judgments of an aircraft powerplant based on the research of applicable airworthiness requirements and powerplant manufacturer's recommendations. 2. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 3. Inspect, troubleshoot and repair powerplant lubrication systems, cooling systems, exhaust systems, fire protection systems and powerplant parameter sensing system devices.
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@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

☒ outcomes

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	AMT – Aviation Maintenance Technology	Submitter name Phone Email	Marshall V. Pryor, FDC x7233 mpryor@pcc.edu
Current prefix and number	AMT 219	Proposed prefix and number	no change
Current course title	Turbine Engine Overhaul	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	n/a

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

Current Description		Proposed Description	
Reason for change	n/a		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
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1. Perform maintenance and inspection of turbine engines and turbine engine installations.	1. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft turbine engine.
2. Perform overhaul of a turbine engine.	2. Identify and implement a strategy for accurate and timely maintenance research using the data during the inspection of an aircraft turbine engine or its installation on the aircraft.
	3. Perform the overhaul an aircraft turbine engine as a complex integrated assembly, while identifying and implementing the complete inspection of each component and part for compliance with appropriate regulations and airworthiness standards.

Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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, co-requisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
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Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@pcc.edu	_____

<p>1. Overhaul an engine as a complex integrated assembly, performing a complete inspection, and listing the proper airworthiness determinations.</p> <p>2. Demonstrate the proper use of precision measuring tools, and special tools during the overhaul process.</p> <p>3. Interpret and use researched data in a manufacturers information system while performing an engine overhaul.</p>	<p>1. Perform the overhaul an aircraft reciprocating engine as a complex integrated assembly, while identifying and implementing the complete inspection of each component and part for compliance with appropriate regulations and airworthiness standards.</p> <p>2. Identify and implement record keeping strategies for aircraft engine overhauls that are intelligible, accurate, and in compliance with applicable regulations and airworthiness standards.</p> <p>3. Identify and implement the proper use of precision measuring tools and special tools during the overhaul process of an aircraft reciprocating engine.</p> <p>4. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft reciprocating engine.</p>
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Reason
for
change

No essential change to the outcome.
Revision of Outcome language to better align with current Outcomes strategies.

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

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Current prerequisites, co-requisites and concurrent

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

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Proposed prerequisites, corequisites and concurrent

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

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

☒ yes

☐ no

If yes. 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 Co-Chairs	Email	Date
Gil Bynoe X _____	gbynoe@pcc.edu	_____
Dave Kercher X _____	dkercher@pcc.edu	_____
SAC Administrative Liaison	Email	Date
X _____ Irene Giustini, Division Dean - MMT	igiustin@pcc.edu	_____

Related Instruction for CTE Courses

General Information

Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 101	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	1	Course Title:	Introduction to A&P

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)

0

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

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

Communication

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

1

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

1. Identify program requirements for both certification and graduation and determine appropriate action regarding continuance in the AMT program.
2. Apply basic knowledge, skills and attitudes necessary to work within the ethical standards of the aviation maintenance industry.

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

Search aviation websites for career opportunities.

Human Relations

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

6

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

2. Apply basic knowledge, skills and attitudes necessary to work within the ethical standards of the aviation maintenance industry.
3. Locate, identify and implement basic strategies of problem solving techniques.

4. Locate, identify and discern the personal implications regarding the aircraft maintenance technician career choice.
7. Identify and implement basic strategies for avoiding aircraft fire hazards and procedures for effective fire extinguishment.
8. Recognize the proper application of various basic hand tools and differences in tool manufacturer tool kit offerings.

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

Search aviation websites for Human Factors or Work Ethic issues.
Identify safety precautions.

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

☐ Communication

Education:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

	<p>An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 102	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aircraft Electricity I

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	45
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
1. Identify and apply the factors affecting voltage, resistance and current to aircraft electrical circuits. 3. Identify and apply by measurement or mathematical calculation the values of power, voltage, current and resistance in aircraft electrical circuits. 6. Identify and apply the factors that affect both the combined resistive forces and the power of an alternating current circuit		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Measure wire resistance and calculate length using AWG chart. Calculate DC series circuit problems. Compute power variables. Calculate motor and generator efficiency. Identify and calculate rheostat loads. Calculate DC parallel circuit problems. Calculate DC series-parallel circuit problems. Calculate the electrical load of an aircraft. Identify and calculate potentiometer loads. Calculate capacitance and inductance.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	1
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
2. Identify and use common electrical symbols during the basic analysis of basic electrical circuits.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Identify electrical symbols.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	1
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
From the Program Outcomes:		
•Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Construct and test a simple DC circuit.		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p>

	<p>Part time Instructors:</p> <p>An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education:</p> <p>An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience:</p> <p>An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction:</p> <p>An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors:</p> <p>An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education:</p> <p>An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience:</p> <p>An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction:</p> <p>An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and</p>

Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 105	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aviation CFRs and Related Subjects

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<p>Upon completion of the Program, the student should be able to:</p> <p>3. Select and use or compose entries for aircraft maintenance forms, records, reports and documents.</p> <p>4 Read, comprehend, and apply information contained in FAA and manufacturer's aircraft maintenance publications and data.</p> <p>5 Interpret and apply the Code of Federal Regulations (CFR) regarding mechanic privileges, limitations, and certification procedures required for aircraft maintenance.</p>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students will, given a written summary of various aircraft discrepancies, complete aircraft maintenance records, following the appropriate CFR prescriptions for such records. Students will write descriptions of work performed in aircraft maintenance records, including aircraft discrepancies and corrective actions. Students will, using the appropriate CFRs, develop a formal, typed aircraft inspection check list for an annual or 100 hour inspection. Students will provide written summaries that will demonstrate their ability to read, comprehend, and apply information contained in FAA and manufacturer's aircraft 		

maintenance specifications, type certificate data sheets, manuals, and publications, and related Federal Aviation Regulations, Airworthiness Directives, and advisory material.

- Students will appropriately discern the levels of privilege or limitation to each of the ratings delineated in Part 65 (of 14CFRs) through evaluation and written summary of various given maintenance, repair, inspection or alteration scenarios.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
1. Identify and implement a strategy for avoiding aircraft ground-operating hazards. 2. Identify and implement aircraft type requirements for safe starting, ground operation and movement, servicing and securing.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students will develop a engine-start checklist that includes considerations for other persons that might be in proximity to the aircraft while it is starting. Students will develop a plan of action with other students acting as ground operations personnel regarding hand signals appropriate for safe operations of an aircraft during fire scenarios. Students will start and warm-up an aircraft engine with other students acting as fire safety personnel. Students will taxi an aircraft with the assistance of other students acting as ground operations personnel. Students will act as ground operations personnel, directing the taxi and parking of (supervised) students operating aircraft. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> Communication	Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings. Experience: An AMT instructor must present valid evidence of a minimum of

	<p>five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 106	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aircraft Applied Science

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	60
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<p>Upon completion of the AMT Program, the student should be able to:</p> <ul style="list-style-type: none"> • Use aircraft drawings and other graphic information in performing aircraft maintenance and alteration including preparing sketches of work completed. • Perform a complete aircraft weight and balance procedure including preparation of required documentation and records. • Apply math and physics principles in solving problems associated with aviation maintenance. • Demonstrate an ability to properly use precision measuring tools. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students will, provided classroom review and text readings, be able to solve various math problems regarding physics principles of work and power. • Students will, be able to solve various math problems regarding the weight and center of gravity of loaded and empty aircraft. • Students will, be able to solve various math problems regarding atmospheric conditions, using temperature conversion and lapse rate tables. • Students will measure, with repeatability, various standard aircraft components and hardware, determining out-of-round, run-out, and fit dimensions. • Students will choose the correct data from various charts or diagrams, solving for brake horsepower, specific fuel consumption, engine speed, wire size, voltage drop, wire length, circuit amperage, and cable tension. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		

Upon completion of the AMT Program, the student should be able to:

- Use aircraft drawings and other graphic information in performing aircraft maintenance and alteration including preparing sketches of work completed.
- Perform a complete aircraft weight and balance procedure including preparation of required documentation and records.
- Apply math and physics principles in solving problems associated with aviation maintenance.
- Demonstrate an ability to properly use precision measuring tools.

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

- Students will record data obtained by use of precision measuring tools on a given form, in a manner such that the data can be interpreted correctly by future readers of the document.
- Students will develop a sketch or drawing of a given item, such that the information can be read and used to compare the taken dimensions to the measured item.
- Students will develop a form adequate to record all necessary data for an aircraft empty weight and center of gravity permanent record.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
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Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience:</p>

	<p>An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	

Related Instruction for CTE Courses

General Information

Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 107	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Materials and Processes

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)

4

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

- Use acceptable methods, techniques, and practices during the following maintenance operations: selection and installation of aircraft hardware, use of power tools and shop equipment, fabrication and installation of fluid lines and fittings, non-destructive testing, heat treatment, aircraft cleaning and corrosion control.

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

Project #2. Students flare, bend and bead aluminum tubing.

Students measure 17" of tubing and make 2 90° bends within a 1° tolerance. They cut the tube to correct lengths within a (+) or (-) .003 tolerance. They use precision measuring tools and math to calculate whether their flares and beads are with the specification standard.

Communication

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

5

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

- Identify and select appropriate nondestructive testing methods.
- Perform dye penetrant, eddy current, ultrasonic, and magnetic particle inspections.

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

- Students perform the process for Dye Penetrant (Project #4), Zyglo (Project #5), Magnetic Particle (Project #6) and Borescope (Project #7). They also are required to explain how each one works.
- Students explain orally, the following processes: Eddy Current (Project #8), Ultrasonic (Project #9), Inspect Sample Welds (Project #10) and Effect of welding over brazing (Project #11).

Human Relations

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

5

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

- Identify and select cleaning materials. Inspect, identify, remove, and treat aircraft corrosion and perform

aircraft cleaning.
Content (Activities, Skills, Concepts, etc.): provide details or specifics
Project #12 - Students wash an aircraft in teams. This involves classroom instruction on the Team Concept. Team interaction occurs as team members coordinate their efforts to perform both the aircraft wash job and the after-wash aircraft lubrication.
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied</p>

	<p>Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

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Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 115	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aircraft Structures and Inspections

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	2
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
3. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students research, compute, verify, and record on the proper form and in correct manner, sample aircraft times, including aircraft time in service and time remaining on life limited components.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Upon completion of the this Program, a student will be able to:		
1. Inspect, and make independent airworthiness judgments of aircraft structures based on the knowledge of applicable airworthiness requirements and airframe stresses.		
2. Identify and implement a strategy for accurate and timely maintenance research.		
3. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students develop a comprehensive Airframe inspection Checklist, including at least those items identified in 14 CFR Part 43, Appendix D as minimum scope and detail of an inspection. Students develop a discrepancy form for the listing of all unairworthy items found during the airframe inspection Students read, interpret and present orally, various applicable Airworthiness Directives, Instructions for Continued Airworthiness and associated service documents. Students develop an oral, class presentation of a given Airworthiness Directive, identifying key elements of labor and parts costs, a method of communicating the scope and detail of the AD to the aircraft "owner" and methods and techniques for use by "other" technicians. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Upon completion of this Program, a student will be able to:		
<ol style="list-style-type: none"> 1. Inspect, and make independent airworthiness judgments of aircraft structures based on the knowledge of applicable airworthiness requirements and airframe stresses. 2. Identify and implement a strategy for accurate and timely maintenance research. 3. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 4. Communicate effectively with employers, co-workers and costumers in a professional manner. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students develop a written document to communicate airworthiness discrepancies to the aircraft "owner". • Students develop and make a concise oral presentation for presentation to the aircraft "owner" regarding corrective action needed as to aircraft discrepancies discovered during the inspection. • Students develop and present orally, work instructions for subordinate technicians. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five</p>

	<p>years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p>

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 117	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Reciprocating Engine Theory and Maintenance

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	23
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Upon completion of this Course, the student should be able to:		
<ol style="list-style-type: none"> 1. Apply knowledge of construction and operation to the maintenance, repair and troubleshooting of aircraft reciprocating engines. 2. Identify, analyze and apply strategies for the research of all current manufacturer service information, and other airworthiness requirements including airworthiness directives, prior to the maintenance, repair or overhaul of aircraft reciprocating engines. 3. Determine the conformity status of aircraft reciprocating engines and components through research and analysis of applicable airworthiness directives and service bulletins. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students research all applicable data, in the form of Airworthiness Directives, Service Bulletins, Service Instructions, and Service Letters, in preparation for an Aircraft Engine Overhaul, and submit a written, categorized report. • Students explain, both verbally and in written form, the theory, operation, and maintenance of Aircraft Reciprocating Engines. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	6
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Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.
Program Outcome: Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft.
Content (Activities, Skills, Concepts, etc.): provide details or specifics
<ul style="list-style-type: none"> Students to work together in teams to complete various assigned projects.
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply</p>

	appropriately to the single rating.
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 120	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Propellers and Engine Installation

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	3
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
1. Identify and apply all current manufacturer service information, and other airworthiness requirements including airworthiness directives during the performance of maintenance and inspection of aircraft fixed and variable pitch propellers.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students remove nicks from a propeller blade in Project #9 and use the math formulas found in the AC 43.13-1B and record the damage blade station, the blade radius, percent of the blade radius to repair, percent of reduction in width, blade width repair allowable, minimum blade width limit at repair location, suggested feathering ratio and determine if the damage is within limits or not airworthy. Calculations are written and each step explained to the instructor. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	12
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
1. Identify and apply all current manufacturer service information, and other airworthiness requirements including airworthiness directives during the performance of maintenance and inspection of aircraft fixed and variable pitch propellers.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students remove and re-install a counterweight propeller (Project #2), Disassemble and reassemble a counterweight propeller (Project #3), Disassemble and reassemble a Hydromatic Propeller (Project #5), Use a Universal Projector to check blade angle (Project #6), install and track a propeller (Project #7), 		

- Perform a feathering operation of a propeller on an running aircraft (Project #8),
- Disassemble and reassemble a propeller governor (Project #11),
- Explain the effects on airworthiness of numerous airworthiness directives (Project 15).
- All of the above projects involve oral questions about the process, nomenclature, safety, and airworthiness.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	7
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
2. Perform engine removal, installation, adjustments and testing.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Project #12 - Students remove and replace a reciprocating engine and properly rig all the controls. This is a team project which results in some instruction on the team concept and the students communicating extensively with each other, the tool room and the instructor.		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating</p>

	will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p>

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information

Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 121	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Turbine Engine Theory and Maintenance

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)

0

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

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

Communication

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

29

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

Upon completion of this Course, the student should be able to:

1. Identify and apply the principles of turbine engine operation and thrust production including the role of various systems and components during the maintenance, repair and troubleshooting of aircraft turbine engines.
2. Identify and apply the principles of turbine engine component operation and their impact on the operation of the aircraft turbine engine during maintenance, repair and troubleshooting.

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

- Students analyze various Turbine Engine Schematics, and explain the theory, construction, maintenance, and operating principles of each.
- Students will conduct an Inspection of a Turbine engine powerplant, and provide verbal and written reports
- Students perform a Turbine Engine Run-up inspection and provide a written report.

Human Relations

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

15

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

<p>Program Outcome: Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft.</p>
<p>Content (Activities, Skills, Concepts, etc.): provide details or specifics</p>
<p>Students work together in teams to complete various assigned projects.</p>
<p>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.</p>
<p>After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.</p>

<p>Instructor Qualifications</p>	
<p>This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.</p>	
<p>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</p>	
<p>Identify area(s) of related instruction</p>	<p>Clearly identify qualifications instructors must have to teach EACH area as identified above</p>
<p><input type="checkbox"/> Computation</p>	
<p><input type="checkbox"/> Communication</p>	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply</p>

	appropriately to the single rating.
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 123	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Ignition Systems

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
4. Perform magneto overhaul, using manufacturer's instructions, special tools, and test equipment.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students perform magneto internal timing and measure and adjust E-Gap, and measure Breaker Point Maximum Gap on the <ul style="list-style-type: none"> Slick 600 magneto, (Project # 2), Slick 4200/6200 (Project #3), Bendix D-2000/3000 magneto (project # 4), Bendix S-1200 magneto (Project #5). Students measure contact spring height, bearing preload, measure and adjust E-Gap, and measure Breaker Point Maximum Gap on the Bendix S-20 series magneto during overhaul (Project #14). Students measure and adjust spark plug gap and make an airworthiness determination (Project # 13). 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	7
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
2. Perform engine run-up in accordance with the manufacturer service data, industry practices, and applicable regulations and		
4. Perform magneto overhaul, using manufacturer's instructions, special tools, and test equipment.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

- Students perform magneto internal timing and explain to the instructor how to time the magneto on the:
 - Slick 600 magneto, (Project # 2),
 - Slick 4200/6200 (Project #3),
 - Bendix D-2000/3000 magneto (project # 4),
 - Bendix S-1200 magneto (Project #5).
- Students explain orally the internal timing of the magneto and complete an overhaul record During overhaul of the Bendix S-20 magneto (Project #14).
- Students explain their airworthiness determination after servicing an aircraft spark plug (Project # 13).

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
2. Perform engine run-up in accordance with the manufacturer service data, industry practices, and applicable regulations and		
3. Troubleshoot ignition system and related engine system discrepancies in accordance with the manufacturer service data, industry practices, and applicable regulations		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students work in teams during engine run-ups. • Students receive instruction regarding teamwork. • During the engine run-ups magneto checking/adjusting/discussion and troubleshooting takes place on the Lycoming 0-290, (Project # 6), and during the Aircraft or C-125 run-stand run-up (Projects #8 & #9). 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of</p>

	<p>five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p>

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 203	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aircraft Electricity II

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	2
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
2. Identify and apply the operating principles of transformers and rectifiers when accomplishing aircraft maintenance.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Calculate transformer power variables.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
4. Identify and implement acceptable strategies for analyzing and troubleshooting aircraft electrical circuits including position and warning systems, power distribution circuits, and basic solid state devices using logic functions.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Inspect and sketch a battery/APU/starter circuit		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
4. Identify and implement acceptable strategies for analyzing and troubleshooting aircraft electrical circuits including position and warning systems, power distribution circuits, and basic solid state devices using logic functions.		
5. Identify and apply acceptable strategies for the safe operation of aircraft electrical components and systems.		

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

The following activities include rotating machinery or electrical ground support equipment or aircraft batteries; therefore, safety is of significant concern.

Inspect and sketch a battery/APU/starter circuit.

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:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

☐ Communication

Education:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle

	<p>service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 204	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aircraft Electricity III

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	2
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
1. Inspect and repair aircraft electrical generators, alternators and motors.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Overhaul a DC generator, including checking the condition of armature and field windings. Overhaul a DC alternator. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
2. Identify and apply acceptable strategies for the testing and troubleshooting of aircraft electrical generating systems and their components.		
4. Identify and apply acceptable strategies for the safe operation of aircraft electrical components and systems.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

The following activities include rotating machinery or electrical ground support equipment or aircraft batteries; therefore, safety is of significant concern.

- Overhaul a DC generator, including checking the condition of armature and field windings.
- Overhaul a DC alternator.

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.

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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

☐ Communication

Education:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

☐ Human Relations
Education:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 208	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Aircraft Systems

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	3
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
1. Identify and apply the principles of function and safe operation to aircraft cabin atmospheric control systems, ice and rain protection systems, position and warning systems, fire protection and warning systems and fuel systems and their components when operating and maintaining aircraft.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students obtain temperature and pressure measurements on both the Low and High sides before and after servicing a vapor cycle air conditioning machine and record both the Required and Actual amounts. Students determine the correct amount of refrigerant to add to the machine for proper servicing, (Project #12). 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	12
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
2. Inspect and safely perform maintenance and troubleshooting on aircraft cabin atmospheric control, ice and rain control, position and warning, fire protection, and fuel systems using the manufacturer service manuals, acceptable industry practices and applicable regulations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students explain the operation and component locations of the following aircraft systems: <ul style="list-style-type: none"> Air Conditioning (Project #5), Anti-Ice (Project #7), Fuel System (Project #8), Exhaust Heater System (Project #9), xygen System (Project #10), Cabin Pressurization (Project #11), Combustion Heater System (Projects #16 & #17), and 		

- o Fire Protection System (Project #14)

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
2. Inspect and safely perform maintenance and troubleshooting on aircraft cabin atmospheric control, ice and rain control, position and warning, fire protection, and fuel systems using the manufacturer service manuals, acceptable industry practices and applicable regulations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students work in teams and are consequently instructed on Teamwork • Students discuss/troubleshoot the dicer boot system on the Queen Air while operating the system and checking it for leaks. (Project #13) • Students demonstrate the ability to work with Tool Room Personnel, and the instructor. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding</p>

	<p>Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five</p>

years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 212	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Sheet Metal

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	28
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ol style="list-style-type: none"> 1. Identify and apply computation skills and, interpret drawings and instructions, for the preparation of aircraft structural repairs and alterations. 2. Identify and use appropriate aircraft sheet metal hand and shop tools during the preparation and fabrication of aircraft structural repair parts. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students demonstrate the manipulative skills and explain orally the computations necessary for the following activities: <ul style="list-style-type: none"> ○ Repair hole in stressed skin surface. ○ Repair using single lap splice. ○ Splice stringer on a wing. ○ Repair sheet metal structural component. ○ Repair flight control surface. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	1
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
4. Identify and apply acceptable methods, techniques and practices during the assembly and repair of aircraft sheetmetal structures.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Complete FAA form 337 for a repair.		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	7
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
From Program Outcomes: Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>The following activities include rotating and compressed air powered tools and machinery; therefore, safety is of significant concern.</p> <ul style="list-style-type: none"> • Use a reamer to prepare a precision hole for a special purpose. • Drill hole in stainless steel. • Install rivets using standard pneumatic riveting procedures. • Install and remove a Hi-Shear rivet. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p>

	<p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and</p>

Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 213	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Hydraulics and Landing Gear

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	6
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
3. Identify and apply basic theory and computation skills regarding hydraulic and pneumatic power as they relate to landing gear and various aircraft structure mechanical advantage devices.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students are taught Pascal's Law, basic math word-problem solving, how to calculate: Force (equals area times pressure), Volume (equals area times distance), Power, Horse Power, area of a piston. Additionally, they are assigned four pages of math homework problems.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
1. Identify and apply the principles of function and safe operation of aircraft landing gear, hydraulic and pneumatic systems and their components when operating and maintaining aircraft. 2. Inspect and safely perform maintenance and troubleshooting on aircraft landing gear, hydraulic and pneumatic systems and their components, in accordance with the manufacturer's service manuals, and acceptable industry practices and applicable regulations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students remove, inspect, and reinstall the following, providing verbal explanations of the operation of the following on an assigned aircraft: <ul style="list-style-type: none"> • Tire types, sizes and inflation pressures (Project #2), • Procedures for changing tires (Project #3), • Remove, service, and replace wheel assembly (Project #4), • Change a tire and tube (Project #5), • Balance a wheel and tire (Project #6), • Remove, overhaul, and reinstall a wheel brake assembly (Project #7), 		

- Bleed a hydraulic brake system (project #8).

Additionally, students are required to explain the following:

- Servicing a landing gear shock strut (Project #10),
- Servicing a pneumatic moisture separator (Project #11).

Students are also required to verbally explain what the three hydraulic fluids are, what seals are used with them, what the specification numbers are and several other items (Project #12).

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
1. Identify and apply the principles of function and safe operation of aircraft landing gear, hydraulic and pneumatic systems and their components when operating and maintaining aircraft.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students work in teams during the landing gear retraction checks; acting as safety spotters, equipment operators and standards inspectors.		
Students demonstrate many safety procedures during the retraction check including the use of personal protective equipment, operational checklists, and general aircraft jacking safety.		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction:</p>

	<p>An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted,</p>

year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 218	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Powerplant Inspection

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	6
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ol style="list-style-type: none"> 1. Inspect, and make independent airworthiness judgments of an aircraft powerplant based on the research of applicable airworthiness requirements and powerplant manufacturer's recommendations. 2. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 3. Inspect, troubleshoot and repair powerplant lubrication systems, cooling systems, exhaust systems, fire protection systems and powerplant parameter sensing system devices. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Students develop a comprehensive Powerplant inspection checklist, including at least those items identified in 14 CFR Part 43, Appendix D as minimum scope and detail of an inspection. • Students develop and use engine run-up procedure checklists appropriate to the engine being run and inspected. • Students develop a discrepancy form for the listing of all unairworthy items found during the airframe inspection • Students read, interpret and present orally, various applicable Airworthiness Directives, Instructions for Continued Airworthiness and associated service documents. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
From the Program Outcomes: <ul style="list-style-type: none"> Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft. From the Course Outcomes: <ol style="list-style-type: none"> Inspect, and make independent airworthiness judgments of an aircraft powerplant based on the research of applicable airworthiness requirements and powerplant manufacturer's recommendations. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students develop and present written operational procedures including safety checklists for the extensive operation of aircraft engines, ground support equipment and diagnostic equipment. Extreme individual diligence and work team awareness is continually acknowledged and practiced during engine operations. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p>

	<p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information

Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 219	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Turbine Engine Overhaul

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)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	3
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ol style="list-style-type: none"> 1. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft turbine engine. 2. Identify and implement a strategy for accurate and timely maintenance research using the data during the inspection of an aircraft turbine engine or its installation on the aircraft. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students will read, interpret, and apply the appropriate Manufacturer's instructions and specifications during the disassembly, inspection, and reassembly of Aircraft Gas Turbine Engines.		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ol style="list-style-type: none"> 1. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft turbine engine. 2. Identify and implement a strategy for accurate and timely maintenance research using the data during the inspection of an aircraft turbine engine or its installation on the aircraft. 		

3. Perform the overhaul an aircraft turbine engine as a complex integrated assembly, while identifying and implementing the complete inspection of each component and part for compliance with appropriate regulations and airworthiness standards.

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

- Students work together as a team in the performance of the disassembly, inspection, and reassembly of Aircraft Gas Turbine Engines.
- Students will develop and implement appropriate operational checklists for turbine engine run-up.

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

☐ Communication

Education:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply

	appropriately to the single rating.
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 222	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	4	Course Title:	Reciprocating Engine Overhaul

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

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
3. Identify and implement the proper use of precision measuring tools and special tools during the overhaul process of an aircraft reciprocating engine.		
4. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft reciprocating engine.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Students will make all precision measurements, including the calculations necessary to compute clearances and precision fits, necessary for an Aircraft Reciprocating Engine Overhaul. Students will appropriately record all measurement findings. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	15
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
1. Perform the overhaul an aircraft reciprocating engine as a complex integrated assembly, while identifying and implementing the complete inspection of each component and part for compliance with appropriate regulations and airworthiness standards.		
2. Identify and implement record keeping strategies for aircraft engine overhauls that are intelligible, accurate, and in compliance with applicable regulations and airworthiness standards.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Student will read, interpret, and apply appropriate manufacturers' instructions and specifications in the process of performing an Aircraft Reciprocating Engine Overhaul.		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	15
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		

2. Identify and implement record keeping strategies for aircraft engine overhauls that are intelligible, accurate, and in compliance with applicable regulations and airworthiness standards.

From Program Outcomes:

- Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft.

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

Students will work together as a team in the performance and completion of an Aircraft Reciprocating Engine Overhaul.

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:

An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.

Experience:

An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.

Related Instruction:

An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.

Part time Instructors:

An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply

	appropriately to the single rating.
<input type="checkbox"/> Communication	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors: An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
<input type="checkbox"/> Human Relations	<p>Education: An AMT Instructor will hold at least an Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings.</p> <p>Experience: An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience.</p> <p>Related Instruction: An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations.</p> <p>Part time Instructors:</p>

	<p>An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.</p>
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