

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
March 3, 2010
Sylvania CC, Conference Rm B

Experimental Courses:

CAS 199E – Web Site Creation using CMS – Content Management Systems
PS 299 – The Elections of 2010

Course Inactivation:

HIM 101 – Service Learning
HIM 103 – Seminar 3
HIM 140 – Health Record Content 1
HIM 294 – Health Information Directed Practice 3
BI 237 – Applied and Environmental Microbiology
BI 170 – Environmental Science
RAD 281C – Computed Tomography
RAD 281D – Magnetic Resonance
PE 186N – Intermediate Ballroom Dancing
PE 186L – Basic Dance: Ballroom, Country, Folk

Available Grading Option:

None

Old Business:

190. WLD 9910 – Welding Practice
Course Revision – Number change to WLD 116A, Title, Des, Out

191. WLD 9911 – Welding Practice
Course Revision – Number change to WLD 116B, Title, Des, Out

192. WLD 9912 – Welding Practice
Course Revision – Number change to WLD 216A, Title, Des, Out

193. WLD 9913 – Shielded Metal Arc Welding
Course Revision – Number change to WLD 216B, Title, Des, Out

194. WLD 9920 – Gas Tungsten Arc Welding (Heliarc)
Course Revision – Number change to WLD 126A, Title, Des, Out

195. WLD 9921 – Gas Tungsten Arc Welding (Heliarc)
Course Revision – Number change to WLD 126B, Title, Des, Out

196. WLD 9922 – Gas Tungsten Arc Welding (Heliarc)
Course Revision – Number change to WLD 226A, Title, Des, Out

197. WLD 9923 – Gas Tungsten Arc Welding (Heliarc)
Course Revision – Number change to WLD 226B, Title, Des, Out

213. WLD 9963 – Welding Practice Metal Sculpting
Course Revision – Number change to WLD 266B, Title, Des, Out

New Business:

232. CAS 181- Web Site Creation using CMS – Content Management Systems
New Course

233. PE 186P – Pilates for Dancers
Course Revision – Requisite

234. BA 237 – Fundamentals of Import/Export
Course Revision – Outcomes

235. ASL 201 – Second Year American Sign Language IV
Course Revision – Description, Outcomes

236. ASL 201 – Second Year American Sign Language IV
Contact/Credit Hour Change

237. ASL 202 – Second Year American Sign Language V
Course Revision – Description, Outcomes

238. ASL 202 – Second Year American Sign Language V
Contact/Credit Hour Change

239. ASL 203 – Second Year American Sign Language VI
Course Revision – Description, Outcomes

240. ASL 203 – Second Year American Sign Language VI
Contact/Credit Hour Change

241. ASL 250 – Accelerated American Sign Language
Course Revision – Description, Outcomes

242. ASL 250 – Accelerated American Sign Language
Contact/Credit Hour Change

243. ASL 251 – Accelerated American Sign Language
Course Revision – Description, Outcomes

244. ASL 251 – Accelerated American Sign Language
Contact/Credit Hour Change

245. FN 110 – Personal Health
Course Revision – Description, Outcomes

246. FN 110 – Personal Health
Contact/Credit Hour Change

247. MUS 240 – Music Composition
New Course

248. RAD 256 – CT Clinical Education I
New Course

249. RAD 257 – CT Clinical Education II
New Course

250. PL 210 – Advanced Estate Planning

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WLD 116A Beginning Shielded Metal Arc Welding

Beg SMAW Pract

Introduce intermediate shielded metal arc welding process on mild steel plate in accordance with AWS D1.1 Structural Steel welding codes and to industry standards. Introduce welding in the 1F and 2F positions. First course in a four course sequence.

Intended Outcomes for the course

- Function safely in a welding shop environment
- Operate oxy-acetylene portable and track cutting systems in accordance with industry standards
- Identify basic electrode classifications and use in accordance with AWS and various applications for different electrodes select proper electrode for the type of alloy parts.
- Weld common joint configurations in the 1F and 2F positions to develop skill set

WLD 116B Basic Shielded Metal Arc Welding

Basic SMAW Pract

Introduce intermediate shielded metal arc welding practice on mild steel plate in accordance to AWS D1.1 Structural Steel Welding Codes, and to industry standards. Introduce welding in the 3F and 4F positions. Second course in a four course sequence.

Intended Outcomes for the course

- Function safely in a welding shop environment
- Operate oxy-acetylene portable and track cutting systems in accordance with industry standards
- Weld common joint configurations in the 3F and 4F positions for develop skill set
- Use puddle control and bead placement to produce welds in accordance with AWS D1.1

WLD 216A Intermediate Shielded Metal Arc Welding

Int SMAW Pract

Introduce intermediate shielded metal arc welding process in accordance with AWS D1.1 Structural Steel Welding Codes, and to industry standards. Weld mild steel in the 3F and 4F positions. Third course in a four course sequence.

Intended outcomes for the course

- Function safely in a welding shop environment
- Operate oxy-acetylene portable and track cutting systems in accordance with industry standards

- Weld common joint configurations in the 3F and 4F positions to develop skill set for further advancement
- Use and understanding of welding codes to industry standards in the work place.

WLD 216B Advanced Shielded Metal Arc Welding

Adv SMAW Pract

Introduce intermediate shielded metal arc welding, in accordance with AWS D1.1 Structural Steel Welding Codes, and to industry standards. Weld mild steel in the 3G and 4G positions. Fourth class in a four course sequence.

Intended outcomes for the course

- Function safely in a welding shop environment
- Operate oxy-acetylene portable and track cutting systems in accordance with industry standards
- Certification practice to AWS D1.1 in the 3G and 4G positions

WLD 126A Beginning Gas Tungsten Arc Welding Practice

Beg GTAW Pract

Introduce Gas Tungsten Arc welding and industry standards. Weld common joint configurations in the 1F and 2F positions. Develops foundational skills required for advancement in future course work. First class in a four course sequence.

Intended outcomes for the course

- Function safely in a welding shop environment.
- Set up, adjust, operate, and shut down GTAW equipment.
- Weld common joint configurations in the 1F flat and 2F horizontal positions on mild steel.

WLD 126B Basic Gas Tungsten Arc Welding Practice

Basic GTAW Pract

Introduce Gas Tungsten Arc welding and industry standards. Weld common joint configurations in the 3F and 4F positions. Develops foundational skills required for advancement in future course work. Second class in a four course sequence.

Intended outcomes for the course

- Function safely in a welding shop environment.
- Set up, adjust, operate, and shut down GTAW equipment.
- Weld common joint configurations in the 3F vertical and 4F overhead positions on mild steel.

WLD 226A Intermediate Gas Tungsten Arc Welding Practice

Int. GTAW Pract

Introduce Gas Tungsten Arc welding on Aluminum to industry standards. Weld common joint configurations. Develops foundational skills required for advancement in future course work. Third class in a four course sequence.

Intended outcomes for the course

- Function safely in a welding shop environment.
- Set up, adjust, operate, and shut down GTAW equipment.
- Weld common joint configurations on aluminum in all positions

WLD 226B Advanced Gas Tungsten Arc Welding Practice

Adv GTAW Pract

Introduce Gas Tungsten Arc welding on Stainless Steel to industry standards. Weld common joint configurations. Develops foundational skills required for advancement in future course work. Fourth class in a four course sequence.

Intended outcomes for the course

- Function safely in a welding shop environment.
- Set up, adjust, operate, and shut down GTAW equipment.
- Weld common joint configurations on stainless steel in all positions

WLD 266B Advanced Weld Practice Metal Sculpting

Adv Weld Pract Metal Sculpting

Review, practice and strengthen all previously learned welding techniques in the fabrication of welded metal sculpture. Fourth class in a four class sequence.

Intended Outcomes for the course

- Function safely in a welding shop environment.
- Operate oxyacetylene portable and track cutting systems in accordance with industry standards
- Apply advanced skills and use knowledge of welding technique and visual inspection criteria in the fabrication of welded metal sculpture.

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: CAS-OS	Submitter: Greg Kerr		
Prefix and Course Number:	CAS 181	Submitter Phone and Email:	503-978-5695 greg.kerr@pcc.edu
Course Title: (60 characters max)	Web Site Creation using CMS – Content Management Systems	Credits: 3	
Transcript Title (30 characters max)	Web Site Creation using CMS	Contact hours:	Lecture: 10 Lec/lab: 40 Lab: 0
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?
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:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: (the field expands as needed)	Learn to create sophisticated, dynamic, interactive and fully functional web sites using a Content Management System (CMS), such as Joomla or Drupal. Topics include installing and modifying templates, creating efficient site navigation using menus, organizing a dynamic site using components and modules, and storing and responding to data submitted from a form. Recommended: CAS111D, CAS206, and CAS215		
Begin the course description with an active verb. Include course recommendations in the description.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<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
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)	Design, implement, test, debug, and publish a fully functional, dynamic business or personal web site using a CMS program
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	Grading of this class will be based on completion of project(s) developed individually or as part of a team. Assessments may include: <ul style="list-style-type: none"> ▪ Completion of a functional multi-page web site using a CMS program. The site may include some or all of the following: <ul style="list-style-type: none"> ○ Sections, Categories, & Articles ○ Components, Modules, & Plugins ○ Site navigation using Menus ○ User Login ▪ Tests or quizzes
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> ▪ CMS program in a localhost environment ▪ Installing and modifying templates ▪ Managing site content using sections, categories, and articles ▪ Site navigation using menus ▪ Installing and configuring components and modules ▪ Installing and configuring plugins, including but not limited to: <ul style="list-style-type: none"> ○ Calendars ○ Photo/video galleries ▪ Introduction to Search Engine Optimization (SEO) ▪ Other skills as time permits

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.	Strongly recommended by the Web Advisory Group. CMS is new

	technology that is becoming widely used. It used to be very expensive, but is now available open source. Therefore, it is now feasible for smaller organizations and individuals to use it.	
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):	Certificate of Completion: Web Site Assistant I Certificate of Completion: Web Site Assistant II One-Year Certificate, Web Site Development	# credit:
Name of degree(s):	Associate of Applied Science, Web Site Development and Design	# 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 class will be an 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 checked="" type="checkbox"/> hybrid <input checked="" 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	No.

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	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	N/A
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
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
SAC Admin 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:	Physical Education	Submitter name Phone Email	Moe O'Connor 977-4255 moconnor@pcc.edu
Current prefix and number	PE 186P	Proposed prefix and number	
Current course title:	Pilates for Dancers	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 description change:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: PE 182U or instructor permission	x <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
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
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
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
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 remove prerequisites to align with Dance class
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 remove prerequisites to align with Dance class
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
Moe O'Connor (for Janeen Hull)	moconnor@pcc.edu	Feb 3,2010
SAC Administrative Liaison	Email	Date
John Saito	John. Saito 15@pcc.edu	Feb 3 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:	Business Administration	Submitter name Phone Email	Phil Seder X8274 Phillip.seder@pcc.edu
Current prefix and number	BA 237	Proposed prefix and number	Same
Current course title:	Fundamentals of Import/Export	Proposed title: (60 characters max)	Same
Reason for title change	N/A	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. 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
N/A N/A	

Reason for description change:	N/A
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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>V. INSTRUCTIONAL GOALS AND OBJECTIVES</p> <p>Instructors will be required to cover the goals and objectives listed in this Course Content Guide (CCG). The CCG was developed by the college-wide subject area faculty.</p> <p>The defined outcomes listed in this guide are stated in terms of what the student will be able to do after completing this course. This section is a statement of final learning outcomes and does not attempt to indicate how, or in what order, the defined outcomes will be presented.</p> <p>The following factors will influence the student's ability to complete the defined outcomes: motivation, attendance, speed of mastering the subject matter, and timeliness of assignments.</p>	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively using basic international business vocabulary with specific emphasis on terms associated with international trade and import / export operations. 2. Identify the benefits of importing and exporting as well as common modes of export. 3. Discuss methods of market selection and identify factors that indicate strong potential export market selection. 4. Identify major governmental and non-governmental sources of information and import / export assistance and apply that knowledge through development of marketing plans tied to global business activity and country-specific business conditions. 5. Identify sources of information on export restrictions and documentation associated with foreign shipping. 6. Identify major product decisions that are necessary for export markets/ 7. Use concepts of global marketing as outlined in Domains 3 (supply chain management) and 4 (trade finance) of the NASBITE Certified Global

<p>A sample of the general knowledge and skills which the student will gain include the following:</p> <p>1.0 IMPORT/EXPORT MOTIVATIONS</p> <p>INSTRUCTIONAL GOAL:</p> <p>The factors that motivate a business to import and export goods and services will be examined.</p> <p>OBJECTIVES:</p> <p>1.1 Potential benefits from importing and exporting</p> <p>1.2 International trade theories</p> <p>1.3 Import/export behavior theories</p> <p>1.4 Import/export development process</p> <p>2.0 IMPORT/EXPORT MARKET SELECTION: STRATEGIES AND ASSESSMENT</p>	<p>Business Professional Practice Delineation in order to successfully respond to questions specific to the global business management knowledge portion of the NASBITE Certified Global Business Professional exam.</p>
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<p>INSTRUCTIONAL GOAL:</p> <p>The process of assessing import and export market opportunities will be presented.</p> <p>OBJECTIVES:</p> <p>2.1 Market definition and segmentation</p> <p>2.2 Market expansion strategies</p> <p>2.3 Market selection strategies</p> <p>2.4 Considerations affecting choice of market</p> <p>2.5 Information for market selection</p> <p style="text-align: center;">3.0 EXPORT STRATEGIES</p> <p>INSTRUCTIONAL GOAL:</p> <p>The process of developing an export strategy will be reviewed.</p> <p>OBJECTIVES:</p> <p>3.1 Making the export decision</p> <p>3.2 The value of planning</p> <p>3.3 The planning process and the result</p> <p>3.4 Approaches to exporting</p> <p>3.5 Export Advice</p>	
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<p>3.5.1 Department of Commerce</p> <p>3.5.2 Department of State</p> <p>3.5.3 Other federal and state agencies</p> <p>3.5.4 Commercial banks</p> <p>3.5.5 Export intermediaries</p> <p>4.0 EXPORT ENTRY MODES</p> <p>INSTRUCTIONAL GOAL:</p> <p>The methods of exporting and channels of distribution will be examined.</p> <p>OBJECTIVES:</p> <p>4.1 Distribution considerations</p> <p>4.2 Indirect exporting</p> <p>4.3 Direct exporting</p> <p>5.0 EXPORT PRODUCT DECISIONS</p> <p>INSTRUCTIONAL GOAL:</p> <p>Various product decisions involved in export transactions will be explored.</p> <p>OBJECTIVES:</p>	
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- 5.1 Product preparation considerations
- 5.2 Product adaptation
- 5.3 Engineering and redesign
- 5.4 Branding, labeling, and packaging
- 5.5 Installation, warranties, and servicing

6.0 EXPORT REGULATIONS

INSTRUCTIONAL GOAL:

Students will be made aware of various export regulations, customs benefits, and tax incentives.

OBJECTIVES:

- 6.1 Export regulations
 - 6.1.1 Antidiversion, antiboycott, and antitrust requirements
 - 6.1.2 Foreign Corrupt Practices Act
 - 6.1.3 Food and Drug Administration restrictions
 - 6.1.4 Environmental Protection Agency restrictions
- 6.2 Customs benefits for exporters
- 6.3 Export tax incentives

7.0 DOCUMENTATION, SHIPPING, AND LOGISTICS

INSTRUCTIONAL GOAL:

Export documentation,
international shipment processes,
and physical
distribution logistics will be
reviewed.

OBJECTIVES:

- 7.1 The role of freight forwarders
- 7.2 Packing and labeling
- 7.3 Documentation
- 7.4 Shipping processes
- 7.5 Insurance

8.0 IMPORT PRODUCT DECISIONS

INSTRUCTIONAL GOAL:

Various factors involved in
importing into the United States
will be
reviewed.

OBJECTIVES:

- 8.1 Customs organization: Ports

of Entry 8.2 Entry of goods 8.2.1 Entry process 8.2.2 Examination of goods and entry documents 8.2.3 Commingling 8.3 Invoices 8.4 Assessment of duty 8.5 Classification and value 8.6 Country of origin marking 8.7 Special requirements 8.7.1 Prohibitions, restrictions, and U. S. Agency requirements 8.7.2 Import quotas	
Reason for change	Highlights addition of NASBITE Certified Global Business Professional domain knowledge in the course per PCCs Business in International Education grant and alerts future course instructors to the need to include that domain knowledge. Current outcomes are a multipage course outline. Modifies and abbreviates the outcomes to be actionable and measurable.
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
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Proposed prerequisites, corequisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
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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
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 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	

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
Jeff Edwards	jedwards@pcc.edu	2/9/2010
SAC Administrative Liaison	Email	Date
Cheryl L. Scott	cscott@pcc.edu	2/10/10

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:	Sign Language Interpretation Program (SLIP)	Submitter name Phone Email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Current prefix and number	ASL 201	Proposed prefix and number	
Current course title:	Second Year American Sign Language IV	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
Continues work of first year ASL, reviewing, expanding, and perfecting expressive skill, structure, and vocabulary for the purpose of active communication. Emphasizes active communication in ASL. Proficiency target level: Intermediate Mid. Sign Language Proficiency Interview may be required. Prerequisite: ASL 103. Prerequisite course	First term of a three-term sequence that continues the work of first year ASL. Reviewing, expanding, and perfecting expressive skill, structure, and vocabulary for the purpose of active communication. Proficiency target level: Intermediate High. Sign Language Proficiency Interview may be required. Prerequisite: ASL 103 or ASL 151. Prerequisite course must have been completed within one year of class enrollment;

must have been completed within one year of class enrollment; proficiency interview within one term.	and Sign Language Proficiency Interview within one term.
Reason for description change:	Reflects changes due to major revision in textbook series used for this course.

<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>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> * Manage more complex interactions using expanded ASL grammar and vocabulary * Continue to apply language learning skills outside the language classroom * Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity * To receive a passing grade, students must exhibit mastery of the target language at the level of Intermediate Mid (ACTFL Guidelines) at completion of course 		<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Narrate and describe events in paragraph form, using connected discourse. • Apply expressive language-learning skill and be able to converse with ease and confidence when dealing with most routine tasks and social situations • Follow ASL linguistic and grammar rules, and apply them semantically, e.g., use of cohesive devices • Discuss and explore the linguistic and cultural diversity within the Deaf World; e.g., various clubs and organizations (local to national level), accessibility issues and the controversial issues related to Deaf educational approaches • Meet the skills required for Intermediate High (ACTFL Guideline) 	
Reason for change		Reflects changes due to major revision in textbook series used for this course.	
<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 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

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
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
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
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 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

Implementation
term

- ☐ Next available term after approval
☒ Specify term – Summer 2010

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

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Admin Liaison	Email	Date

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation Program (SLIP)	Submitter name, phone, and email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Course prefix and number	ASL 201	Course title	Second Year American Sign Language IV

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 30		Lecture 40	
Lab 0		Lab 0	
Lecture/Lab 0		Lecture/Lab 0	
Total weekly contact hours	3	Total weekly contact hours	4
Total credits	3	Total credits	4
Reason for change:	Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Summer 2010	

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:	Sign Language Interpretation Program (SLIP)	Submitter name Phone Email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Current prefix and number	ASL 202	Proposed prefix and number	
Current course title:	Second Year American Sign Language V	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
Continues work of ASL 201. Emphasizes active communication in ASL. Increased emphasis on exploring, analyzing the rules and presenting ASL stories and literature. Proficiency target level: Intermediate Mid. Sign Language Proficiency Interview may be required. Prerequisite: ASL 201. Prerequisite course must have been completed with one year of	Second term of a three-term sequence that continues the work of ASL 201. Continues reviewing, expanding, and perfecting expressive skill, structure, and vocabulary for the purpose of active communication. Proficiency target level: Advanced Low. Sign Language Proficiency Interview may be required. Prerequisite: ASL 201 or ASL 250. Prerequisite course must have been

class enrollment; proficiency interview within one term.	completed with one year of class enrollment; Sign Language Proficiency Interview within one term.
Reason for description change:	Reflects changes due to major revision in textbook series used for this 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
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Manage more complex interactions using expanded ASL grammar and vocabulary • Continue to apply language learning skills outside the language classroom • Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity • To receive a passing grade, students must exhibit mastery of the target language at the level of Intermediate High (ACTFL Guidelines) at completion of course. 	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Narrate and describe events in all major time frames (past, present, future) in paragraph length ASL discourse • Apply ASL linguistic and grammar features; e.g. use of restructuring space, classifiers (descriptive, locative, instrument), roleshifting • Express information with sufficient accuracy, clarity, and precision to convey the intended message • Discuss and explore the linguistic and cultural diversity within the Deaf World; e.g. political issues, various social services and programs (both national and international) • Meet the skills required for Advanced Low (ACTFL Guideline)
Reason for change	Reflects changes due to major revision in textbook series used for this course.

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

Current prerequisites, corequisites and concurrent			
<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
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
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
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
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	
No	

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term – Summer 2010

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

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Admin Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation Program (SLIP)	Submitter name, phone, and email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Course prefix and number	ASL 202	Course title	Second Year American Sign Language V

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 30		Lecture 40	
Lab 0		Lab 0	
Lecture/Lab 0		Lecture/Lab 0	
Total weekly contact hours	3	Total weekly contact hours	4
Total credits	3	Total credits	4
Reason for change:	Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Summer 2010	

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:	Sign Language Interpretation Program (SLIP)	Submitter name Phone Email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Current prefix and number	ASL 203	Proposed prefix and number	
Current course title:	Second Year American Sign Language VI	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
Continues work of ASL 202. Emphasizes active communication in ASL. Continues emphasis on the ASL literature, poetry and other topics. Proficiency target level: Intermediate High. Sign Language Proficiency Interview may be required. Prerequisite: ASL 202. Prerequisite course must have been completed within one year of class enrollment;	Third term of a three-term sequence that continues the work of ASL 202. Emphasizes active communication in ASL. Emphasizes ASL narratives, ASL storytelling, and other topics. Proficiency target level: Advanced Mid. Sign Language Proficiency Interview may be required. Prerequisite: ASL 202 or ASL 250. Prerequisite course must have been completed within one year of class enrollment; and

proficiency interview within one term.	Sign Language Proficiency Interview within one term.
Reason for description change:	Reflects changes due to major revision in textbook series used for this 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
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> * Manage more complex interactions using expanded ASL grammar and vocabulary * Continue to apply language learning skills outside the language classroom * Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity * To receive a passing grade, students must exhibit mastery of the target language at the level of Advanced (ACTFL Guidelines) at completion of course 	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Narrate and describe events in all the major time frames including relevant and supporting facts in a connected, paragraph length ASL discourse • Apply ASL linguistic features; e.g. use of communicative strategies such as rephrasing, register, explanation or anecdote • Apply expressive skill in narratives and ASL storytelling; e.g. fairytale and folktale • Discuss the linguistic and cultural diversity within the Deaf World; appreciate and understand the moral behind the culturally Deaf folktales; compare and contrast Deaf storytellers' work • Meet the skills required for Advanced Mid (ACTFL Guideline)
Reason for change	Reflects changes due to major revision in textbook series used for this course.

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

Current prerequisites, corequisites and concurrent			
<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
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

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
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
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 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
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term – Summer 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation Program (SLIP)	Submitter name, phone, and email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Course prefix and number	ASL 203	Course title	Second Year American Sign Language VI

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 30		Lecture 40	
Lab 0		Lab 0	
Lecture/Lab 0		Lecture/Lab 0	
Total weekly contact hours	3	Total weekly contact hours	4
Total credits	3	Total credits	4
Reason for change:	Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Summer 2010	

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:	Sign Language Interpretation Program (SLIP)	Submitter name Phone Email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Current prefix and number	ASL 250	Proposed prefix and number	
Current course title:	Accelerated American Sign Language	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 the material of ASL 201 and half of ASL 202 in an accelerated format. Emphasizes active communication in ASL. Increased emphasis on exploring, analyzing the rules, discussing, developing and presenting ASL literature and poetry. Proficiency target level: Intermediate Mid. Sign Language Proficiency Interview may	First term of a two-term sequence that covers the material of ASL 201 and half of ASL 202 to continue the work of first year ASL in an accelerated format. Reviewing, expanding, and perfecting expressive skill, structure, and vocabulary for the purpose of active communication. Proficiency target level: Intermediate High. Sign Language Proficiency Interview may be required. Prerequisite: ASL 103 or ASL 151.

be required. Prerequisite: ASL 103 or ASL 151. Prerequisite course must have been completed within one year of class enrollment; proficiency interview within one term.	Prerequisite course must have been completed within one year of class enrollment; and Sign Language Proficiency Interview within one term.
Reason for description change:	Reflects changes due to major revision in textbook series used for this 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
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Manage more complex interactions using expanded ASL vocabulary and grammar • Continue to apply language learning skills outside the language classroom • Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity. • To receive a passing grade, students must exhibit mastery of the target language at the level of Intermediate Mid (ACTFL Guidelines) at completion of course. 	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Narrate and describe events in all major time frames (past, present, future) in paragraph form, using connected ASL discourse. • Apply expressive language-learning skill and be able to converse with ease and confidence when dealing with most routine tasks and social situations • Follow ASL linguistic and grammar features, and apply them semantically, e.g., use of cohesive devices, use of restructuring spaces, classifiers. • Discuss and explore the linguistic and cultural diversity within the Deaf World; e.g., various clubs and organizations (local to national level), various social services and programs (both national and international), accessibility issues and the controversial issues related to Deaf educational approaches • Meet the skills required for Intermediate High (ACTFL Guideline)
Reason for change	Reflects changes due to major revision in textbook series used for this course.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent	
<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
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
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
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
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 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	

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term – Summer 2010

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation Program (SLIP)	Submitter name, phone, and email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Course prefix and number	ASL 250	Course title	Accelerated American Sign Language

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 40		Lecture 60	
Lab 0		Lab 0	
Lecture/Lab 0		Lecture/Lab 0	
Total weekly contact hours	4	Total weekly contact hours	6
Total credits	4	Total credits	6
Reason for change:	Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Summer 2010	

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:	Sign Language Interpretation Program (SLIP)	Submitter name Phone Email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Current prefix and number	ASL 251	Proposed prefix and number	
Current course title:	Accelerated American Sign Language	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 the material of half of ASL 202 and ASL 203 in an accelerated format. Emphasizes active communication in ASL. Continues emphasis on ASL literature, poetry and other topics. Proficiency target level: Intermediate High. Sign Language Proficiency Interview may be required.	Second term of a two-term sequence that covers the material of half of ASL 202 and ASL 203 to continue the work of ASL 250 in an accelerated format. Emphasizes active communication in ASL. Emphasizes ASL narratives, ASL storytelling, and other topics. Proficiency target level: Advanced Mid. Sign Language Proficiency Interview may be required.

Prerequisite: ASL 202 or ASL 250. Prerequisite course must have been completed within one year of class enrollment; proficiency interview within one term.	Prerequisite: ASL 202 or ASL 250. Prerequisite course must have been completed within one year of class enrollment; and Sign Language Proficiency Interview within one term.
Reason for description change:	Reflects changes due to major revision in textbook series used for this 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
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Manage more complex interactions using expanded ASL grammar and vocabulary • Develop expressive skills in ASL storytelling and poetry • Continues to apply language learning skills outside the language classroom • Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity. • To receive a passing grade, students must exhibit mastery of the target language at the level of Advanced (ACTFL Guidelines) at completion of course. 	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Narrate and describe events in all the major time frames including relevant and supporting facts in a connected, paragraph length ASL discourse • Express information with sufficient accuracy, clarity, and precision to convey the intended message, and skill in narratives and ASL storytelling; e.g. fairytale and folktale • Apply ASL linguistic and grammar features; e.g. use of restructuring space, classifiers, roleshifting, use of communicative strategies such as rephrasing, register, explanation or anecdote • Discuss and explore the linguistic and cultural diversity within the Deaf World; appreciate and understand the moral behind the culturally Deaf folktales; compare and contrast Deaf storytellers' work, political issues, various social services and programs (national and international). • Meet the skills required for Advanced Mid (ACTFL Guideline)

Reason for change	Reflects changes due to major revision in textbook series used for this course.
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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
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
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
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
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 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	

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term – Summer 2010

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Sign Language Interpretation Program (SLIP)	Submitter name, phone, and email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Course prefix and number	ASL 251	Course title	Accelerated American Sign Language

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 50		Lecture 60	
Lab 0		Lab 0	
Lecture/Lab 0		Lecture/Lab 0	
Total weekly contact hours	5	Total weekly contact hours	6
Total credits	5	Total credits	6
Reason for change:	Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Summer 2010	

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:	Health Professions: Food and Nutrition	Submitter name Phone Email	Cindy Francois 503-625-1138 or 503-977-4217 cindy.francois@pcc.edu
Current prefix and number	FN110	Proposed prefix and number	FN110 (no change)
Current course title:	Personal Nutrition	Proposed title: (60 characters max)	No change
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
Personal Nutrition Basic nutrition course for students with little or no science background. Explores personal food habits and beliefs. Emphasizes practical application of nutrition knowledge to enhance general health. Analyze present diet and evaluate it according to latest nutritional guidelines.	Explores personal food habits and beliefs. Emphasizes practical application of nutrition knowledge to enhance general health. Analyze present diet and

	evaluate it according to latest nutritional guidelines. Basic nutrition course for students with little or no science background.
Reason for description 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>A. Overall, students make informed dietary choices for themselves and their families.</p> <p>B. Students are much less likely to succumb to nutritional quackery in the market place.</p> <p>C. Students use food labels to buy foods that nutritionally meet the student’s needs.</p>	<p>A. Use knowledge of nutrient functions, characteristics and food sources to (1) improve food choices and (2) reduce incidence of health problems associated with current American diet</p> <p>B. Avoid nutritional quackery in the marketplace by using credible sources of nutrition information.</p> <p>C. Develop and follow a better food budget by purchasing fewer processed foods and improving choices .</p>

Reason for change	To emphasize importance of making improvements in current American diet to reduce health problems. Also, to emphasize importance of budgeting food dollar since typical Americans spend half of their food dollar on foods eaten/prepared away from home.
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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			
X <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
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

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
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
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 X

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 X

Implementation term ☐ Next available term after approval
X ☐ Specify term Fall 2010

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
Jody Taylor	jtaylor@pcc.edu	
SAC Admin Liaison	Email	Date
Emilie Young	Emilie.young@pcc.edu	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Health Professions: Food and Nutrition	Submitter name, phone, and email	Cindy Francois 503-625-1138, 503-977-4217 cindy.francois@pcc.edu
Course prefix and number	FN110	Course title	Personal Nutrition

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 0		Lab 0	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	2	Total weekly contact hours	3
Total credits	2	Total credits	3
Reason for change:	To make the class more comparable to other area community colleges that offer the same course. Also, to be able to cover the information more thoroughly.		

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

X <input 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 type="checkbox"/> Yes X <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 2010	

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

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:	Performing Arts Music (transfer)	Submitter: J	ohn Mery
Course Prefix and Number:	MUS240	Phone Email	503-977-4759 jmery@pcc.edu
Course Title: <small>60 characters max</small>	Music Composition	# Credits:	2
Transcript Title <small>(30 characters max)</small>	Music Composiition	Contact hours <small>(refer to help guide if necessary)</small>	Lecture (# of hours): 1 Lec/lab (# of hours): Lab (# of hours): 1
Grading option. Check all that apply	A-F P-NP Audit with faculty consult	Can this class be repeated? <small>(for ART, cooperative ed, PE, independent study only)</small>	Yes No How many times? 3
Is this course equivalent to another? If yes, they must have the same description and outcomes.		Yes No	Course Number and Title
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: <small>(field will expand as needed)</small>	Introduction to music composition with focus on 20 th and 21 st century compositional techniques and materials. Includes composition of chamber and concert works using topics and methods covered with the goal of compiling a portfolio of original works. Specific topics covered will vary by term. Course may be taken up to three times for credit.		
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: MUS111		Prerequisite	Corequisite	pre/co
course prefix & number:		Prerequisite	Corequisite	pre/co
course prefix & number:		Prerequisite	Corequisite	pre/co

Addendum to Course Description:	<p>Example of specific topics:</p> <p>Rhythm, meter and texture</p> <p>Instrumentation and timbre</p> <p>Form and structure</p> <p>Nonwestern musical ideas and aesthetics</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 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)	<p>Utilize contemporary music composition techniques as a means of musical expression.</p> <p>Acquire a personal musical language.</p> <p>Understand the richness and diversity of contemporary concert music.</p> <p>Foster creative exchange of musical ideas through skills acquired.</p>
Course activities and design: (from CCOG)	<p>Score and part preparation and proofing</p> <p>Completing a work from conception to performance</p> <p>Improvisation as means of generating of musical ideas</p> <p>Analysis of masterworks in variety of genres and styles (esempi classici)</p> <p>Transcription and/or arranging of preexisting works</p> <p>Balancing unity, variety and form</p>
Outcomes assessment strategies:	<p>Develop a portfolio of professionally prepared original scores for a variety of instrumental combinations including voice(s).</p> <p>Reading sessions of original works by peers, faculty, and semi-professional or professional performers.</p> <p>One-on-one instructor/student conferences</p> <p>Participation in written and oral peer review and evaluation</p> <p>Written quantitative/qualitative examination</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Conventional and contemporary music notation practices</p> <p>Variation techniques</p> <p>Tonality, modality and atonality</p> <p>Intervallic cell-based composition and serialism as alternative means of melodic/harmonic organization</p>

	<p>Basic orchestration and idiomatic instrumental/vocal writing</p> <p>Melodic transformation and development technique</p> <p>Polyphony – contrapuntal and imitative procedures</p> <p>Non-tertian harmony and synthetic melodic materials</p> <p>Writing for the voice - selecting and setting text</p> <p>Indeterminacy in performance and music composition</p> <p>Graphic notation and scores</p> <p>Extended instrumental and vocal technique</p>
Reason for the new course	Required course for Portland State University-bound music majors who plan to apply for admittance to the Bachelor of Music in Composition degree program.

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	Portland State University University of Oregon
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU MUS240, U of O MUS240
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	N/A	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Implementation term:	Next available term after approval 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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	
John Mery	jmery@pcc.edu	
SAC Administrative Liaison	Email	
Steve Ward	sward@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with		

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:	Radiography	Submitter:	Virginia Vanderford
Prefix and Course Number:	RAD 256	Submitter Phone and Email:	503-977-4907 vvanderf@pcc.edu
Course Title: (60 characters max)	CT Clinical Education I	Credits: 5	
Transcript Title (30 characters max)	CT Clinical Education I	Contact hours:	Lecture: Lec/lab: Lab: 180
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input type="checkbox"/> P-NP <input type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?
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:
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: (the field expands as needed)	Provides clinical education experience in an affiliated hospital or clinical CT department under the direct supervision of a registered technologist and radiologist. Includes the application of equipment use, manipulation and operation, CT imaging procedures, CT radiation safety and patient care. Requires clinical competencies, objectives, performance assessments and attendance. Teaches skills that are required to function in the clinical area as a CT technologist, with a professional work ethic. Department permission is required.		
Begin the course description with an active verb. Include course recommendations in the description.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: RAD 251	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: RAD 252	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: RAD 253	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number: RAD 254	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: RAD 255	x <input type="checkbox"/> Prerequisite		
Addendum to course description:	This course is required as part of the Computed Tomography Program. Completion of clinical competencies is required by the American Registry of Radiologic Technologists prior to taking the national CT certification examination. Transferability of credit depends entirely upon the institution to which the student wishes to transfer. 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>Upon completion of this course the student will:</p> <ol style="list-style-type: none"> 1. Apply knowledge and appropriate skills in the operation of CT equipment. 2. Apply CT radiation safety principles and practices in the clinical setting in order to provided competent patient care. 3. Practice professional ethics in the CT clinical setting 4. Perform CT imaging procedures with supervision to assure quality patient care 5. Use professional communication skills with staff and patients
Course activities and design: (from CCOG)	The student will be required to develop skills by observing and assisting the CT technologist in CT examinations/procedures, patient care, radiation safety, equipment manipulation and infection control procedures.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Successful completion of clinical competencies (CT procedures) 2. Completion of exercises outlined in course syllabus 3. Completion of clinical attendance requirements 4. Clinical assessments verifying successful demonstration of clinical performance standards
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>The student will demonstrate knowledge or understanding of the following themes, concepts, issues and skills:</p> <p>THEMES, CONCEPTS, ISSUES</p> <ul style="list-style-type: none"> • Policies/procedures for hospital/department emergencies • Proper CT patient assessment and screening • Infection control, vital signs and monitoring • Radiation safety practices in the CT department • Patient confidentiality and informed consent • ASRT Code of Ethics, Patient Bill of Rights • Body mechanics and patient transfer • Basic CT equipment and supplies • Image formation and reconstruction • Software and hardware components • Contrast agents and application

- Image processing and storage
- Basic CT examination
- Evaluate images for quality and completeness of examination

COMPETENCIES OR PROCESS SKILLS

- Demonstrate safe patient transfer and carrier manipulation
- Communicate and interact appropriately with patients and other health care personnel
- Provide basic patient care
- Practice Universal Precautions
- Prepare CT rooms for examination and correctly operate CT equipment and processors
- Practice behaviors that are consistent with the profession's ethical standards and legal requirements
- Practice radiation safety and CT screening practices
- Obtain basic competencies and repetitions as required by the ARRT

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.	Required clinical training for national certification	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):	Computed Tomography	# credit: 17-22
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required clinical training	

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 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) x <input checked="" type="checkbox"/> other (explain) at clinical affiliate sites
Transferability: Will this course transfer to another academic institution? Identify	It will depend upon the institution that the student applies to
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval x <input checked="" type="checkbox"/> Specific term: Fall 2010
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
Gayle Wright	gwright@pcc.edu 2-17-10	
SAC Admin Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu 2-17-10	

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:	Radiography	Submitter:	Virginia Vanderford, Program Director	
Prefix and Course Number:	RAD 257	Submitter Phone and Email:	vvanderf@pcc.edu ext. 4907	
Course Title: (60 characters max)	CT Clinical Education II	Credits: 5		
Transcript Title (30 characters max)	CT Clinical Education II	Contact hours:	Lecture: Lec/lab: Lab: 180	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input type="checkbox"/> P-NP <input type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?
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:		
Course or program fee: (Identify only fees which are independent of the standard lab fee)				
Course Description: (the field expands as needed)	Provides intermediate and advanced clinical education experience in an affiliated hospital CT imaging department under the supervision of a credentialed CT technologist and radiologist. Includes application of equipment manipulation and operation, CT imaging procedures, radiation safety, medicolegal and ethical protocols, record keeping and patient care. Requires clinical competencies, objectives, performance assessments and attendance. Teaches the necessary skills that are required to function in the clinical area as a CT technologist, with a professional work ethic. Department permission required. Prerequisite: RAD 256			
Begin the course description with an active verb. Include course recommendations in the description.				

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: RAD 256	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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)	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Perform intermediate and advanced CT procedures safely and proficiently on patients, regardless of varying patient conditions • Apply critical thinking skills in complex and or emergency procedures in order to provide quality patient care • Abide by professional ethical standards in order to provide the highest quality of care to the community • Perform patient assessments during contrast enhanced procedures to assure patient safety and comfort
Course activities and design: (from CCOG)	<p>Students will be expected to perform all skills with increasing independence and use critical thinking skills to handle increasingly complex situations within the CT department. The student is required to complete competencies and repetitions as required to qualify for the American Registry of Radiologic Technologists (ARRT) CT certification examination.</p>
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Successful completion of required clinical competencies and repetitions • Completion of all required exercises listed in course syllabus • Student assessment by technologists verifies successful performance of procedures, safety awareness and adherence to radiation protection guidelines
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>The student will demonstrate understanding of the following themes, issues, concepts and develop the following skills:</p> <p>THEMES, CONCEPTS, ISSUES</p> <ul style="list-style-type: none"> • Cross sectional anatomy correlation to anatomy and pathology • Advanced image formation principles • Intermediate and advanced clinical competencies • Evaluation for image quality and completeness of procedure • Power injector operation and injection principles • Anesthesia use in CT procedures <p>COMPETENCIES OR PROCESS SKILLS</p> <ul style="list-style-type: none"> • Demonstrate knowledge of cross-sectional anatomy • Demonstrate understanding of safety issues during procedures • Applies appropriate protocol parameter for varied anatomy • Competently performs procedures with minimal supervision or assistance

- Exhibits skills required to safely use power injectors

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. Intermediate/advanced CT clinical training experience

Will this new course be part of an existing, currently approved PCC certificate and/or degree?

☐ Yes

x ☒ No

Name of certificate(s):

credit:

Name of degree(s):

credit:

Will this new course be part of a new, proposed PCC certificate or degree?

x ☐ Yes

☐ No

Name of new certificate(s):

Computed Tomography

credit: 17-22

Name of new degree(s):

credit:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:

This clinical course continues the CT training in order for student to complete all procedures and repetitions required by the ARRT.

Is this course used to supply related instruction for a certificate?

☐ Yes

x ☒ No

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

If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

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

☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office)

x ☒ other (explain) at clinical affiliate site

Transferability: Will this course transfer to another academic institution? Identify

Depends upon institution that student applies to

Impact on other Programs and Departments

Are there degrees and/or certificated that are affected by the

No

instruction of this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	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 x <input type="checkbox"/> Specific term: Winter 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
Gayle Wright	gwright@pcc.edu	2-17-10
SAC Admin Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-17-10

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:	Paralegal	Submitter name Phone Email	Jerry Brask 978-5212 gbrask@pcc.edu
Current prefix and number	PL 210	PL	210
Current course title:	Advanced Estate Planning	Proposed title: (60 characters max)	Elder Law
Reason for title change	Change in emphasis and more Accurate title	Proposed transcript title: (30 characters max)	Elder Law

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 estate planning as it applies to estate building. Includes pensions and business interests, retirement concerns including the living trust, taxation, entitlement, insurance, residence choices, use of charities. Also covers the interrelationship of the complexities of acquiring, using, protecting and passing an	Explores and provides strategies for preserving clients' quality of life as they age in the field of Elder Law, including important planning issues such as where to live; financial management; health care; protection; insuring against risk of high costs of care; and planning for serious illness and death. The course covers various tools, including Elder Abuse protection, Long term care, Medicare and Medicaid, Insurance, trusts,

estate. Prerequisite: LA 109.		social security, guardianships and conservatorships and other planning issues. Prerequisite: PL 109	
Reason for description change:	Existing course description required updating to correspond to needs of the course and title 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	
There are none		Understand how various tools can be used to assist aging clients to address important quality of life decisions. Draft Elder Abuse Petition Draft Guardianship or Conservator Petition Draft trust documents Draft other relevant insurance, tax or estate planning documents	
Reason for change	Provide accurate outcomes for this course		

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: Completion of PL 101, PL 109	x <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
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
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
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
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	
No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term –summer, 2010 if possible
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
Jerry Brask	gbrask@pcc.edu	2/12/10
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	