

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
March 7, 2012
Sylvania CC, Conference Rm B

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

Experimental Courses:

BI 199 – Individual Sustainability
CIS 199x – Microsoft Exchange Management
CIS 199E – Enterprise Wkstn Management
ASL 299 – Introduction to Interpreting
PL 199A – E-Discovery

Course Inactivation:

PSY 201 – Intro to Psychology – Part 1
PSY 202 – Intro to Psychology – Part 2

Available Grading Option:

ID 199 – Digital Rendering and Presentation - changed to all grading options

Old Business:

539. ABE 0786 – Foundations of Math I
New Course

540. ABE 0791 – Advanced Integrated Reading and Writing
New Course

New Business:

584. CAS 216 – Beginning Word
Course Revision – Description

585. CAS 216A – Beginning Word
Course Revision – Description

586. CAS 217 – Intermediate Word
Course Revision – Des, Out, Req

587. ENG 212 – Biography and Autobiography
Course Revision – Des, Out

588. ENG 212 – Biography and Autobiography
Designation – General Education

589. ENG 269 – Wilderness Literature
New Course

590. DS 101 – Diesel Rebuild and Lab
Course Revision – Des, Req

591. DS 102 – Truck Power Train
Course Revision – Des, Out, Req

592. DS 103 – Fuel Injection Systems
Course Revision – Des, Out, Req

593. DS 104 – Fund. Electricity & Electronics
Course Revision – Des, Req

594. DS 105 – Fund Hydraulics/AC Systems
Course Revision – Des, Out, Req

595. DS 106 – PMI/Detroit Diesel Elect Contr
Course Revision – Des, Out, Req

596. DS 202 – Heavy Duty Power Train
Course Revision – Des, Out, Req

597. DS 203 – Fuel Injection System Diagnostics
Course Revision – Title, Des, Out, Req

598. DS 205 – Mobile & Hydrostatic Hydraulic
Course Revision – Des, Out

599. DS 206 – Med/Heavy Duty Truck Brake
Course Revision – Des, Out, Req

600. ID 128 – Digital Rendering and Presentation
New Course

601. MTH 93 – Intro to TI Graphics Calculator
Course Revision – Des, Out, Req

602. DM 105 – Food Safety: ServSafe
New Course

603. DM 119 – Nutrition Through the Life Cycle
New Course

604. DM 129 – Human Resources and Management for the Dietary Manager
New Course

605. DM 130 – Dietary Manager Field Experience I
New Course

606. DM 139 – Nutrition for Dietary Managers
New Course

607. DM 140 – Dietary Manager Field Experience II
New Course

608. CJA 235 – Transportation & Border Security
New Course

609. MP 140 – Intro to Health Law and Professional Standards
Course Revision – Title

610. CG 100a – College Survival and Success
Course Revision – Number, Des, Out

611. CG 225 – Transfer to a Four Year College
Course Revision – Des, Out

612. CG 101 – College Survival and Success: Personal Responsibility
New Course

613. CG 102 – College Survival and Success: Goal Setting
New Course

614. CG 103 – College Survival and Success: Self-Management
New Course

615. CIS 135a – Application Development with Agile/Scrum
New Course

616. CIS 135m – Mobile Application Programming
New Course

617. CIS 133w – JavaScript for Web Developers
New Course

618. ECE 133 – Practicum I
Course Revision – Title, Des, Req, Out

619. ECE 134 – Practicum II
Course Revision – Title, Des, Req, Out

620. ECE 135 – Practicum 3
New Course

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:	ABE (Adult Basic Education)	Submitter name Phone Email	Joe Michael Urbina 971-722-4728 jurbina@pcc.edu
Course Prefix and Number:	ABE 0786	# Credits:	0
Course Title: (60 characters max)	Foundations of Math I	Transcript Title (30 characters max)	Foundations of Math I
Can this course be repeated?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes How many times? As long as the student shows reasonable progress, between 4-6 times.	Contact hours: PER QUARTER	Lecture:40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument. Central to Adult Basic Education is the concept of students progressing at their own pace in order to achieve the goals of the course. All of our classes allow students to repeat unless they do not show reasonable progress according to the CASAS assessment in 150 hours of instruction.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the			

phrases: *This course will . . . and/or Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Develops an understanding of estimating and computing of whole numbers, decimals, fractions and measurements. Includes practicing the application of whole numbers, decimals, fractions and basic measurements; creating and interpreting numbers in graphs (except circle graph), tables and charts. Prerequisite: Placement into RD 80 or higher and/or CASAS score of 221 or higher
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

<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: Placement into RD 80 or higher and/or CASAS Score of 221 or higher	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Apply life experiences to identify questions or situations that can use a mathematical approach • Estimate and compute personal needs involving whole numbers, decimals, fractions and simple measurements • Solve problems and make decisions using multiple and effective math strategies • Understand, interpret and work with concrete objects and symbolic representation (e.g. pictures, numbers, graphs, computer representations) • Utilize technology to solve mathematical problems • Prepared for future math classes
Course activities and design: (from CCOG)	<p>Demonstrate whole numbers computation and application</p> <ul style="list-style-type: none"> • Read and write number values to millions • Compare and order whole numbers by values to millions • Round numbers from tens place to the millions • Apply the vocabulary of addition, subtraction, multiplication, and division • Add whole numbers • Subtract whole numbers • Multiply whole numbers • Divide whole numbers

	<ul style="list-style-type: none"> Estimate answers by rounding numbers <p>Demonstrate basic decimal number computation and application</p> <ul style="list-style-type: none"> Develop mastery of working, counting, comparing, and making transitions with U.S. Dollars and cents (Decimals to Hundredths) (Checking and Savings Accounts) Add, Subtract, Multiply, and Divide decimals Use rounding to estimate decimal answers Solve one and two place application problems Compute and compare unit pricing Develop (decimal) problem solving skills by understanding the question, applying key vocabulary, drawing a picture or diagram, discarding unnecessary information, finding the necessary information, determining the arithmetic operation, and checking the answer <p>Demonstrate basic fraction computation and application Develop understanding of fractional concepts and vocabulary, including part of a whole, part of a group, proper and improper fraction, mixed numbers, and equivalent fractions</p> <ul style="list-style-type: none"> Add and subtract fractions with like and unlike denominators Multiply and divide simple fractions Reduce answers to lowest terms Estimate answers by rounding fractions Review use of fractions in life applications, including reading a ruler to 1/16" Develop problem solving skills <p>Introduce basic measurements in computations and life applications</p> <ul style="list-style-type: none"> Calculate, write, and convert units of time (i.e., analog and digital time, 12- and 24-hour clocks, and convert minutes to decimal (work) time, calendar, and time zones) Suggestions for life skill applications for measurements: <i>Ex: Reading a ruler, scale, or thermometer. Reading a food recipe or comparing metric clothing sizes.</i> <p>Demonstrate understanding of graphical information</p> <ul style="list-style-type: none"> Read information from charts, tables, pictographs, line and bar graphs Use measures of central tendency to calculate and interpret data Find the mean and median for a set of data <p>Introduce basic knowledge of algebraic concepts</p>
Outcomes assessment strategies:	<ul style="list-style-type: none"> Apply common types of mathematical information and concepts to real-life and theoretical problems involving whole numbers, decimals and fractions. Complete homework and/or computer-based assignments Read and interpret common data and statistical information (mean and median) Interpret and apply a few common patterns, functions and relationships using technology <p>Move a level in the Math CASAS Post Test and teacher generated post test</p>
Course Content: Themes, Concepts,	<p>Themes:</p> <ul style="list-style-type: none"> Life (e.g. family and citizen) and employability (i.e. worker) planning Life Long Learning

<p>Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> • Goal Setting <p>Concepts:</p> <ul style="list-style-type: none"> • Critical thinking • Math Vocabulary • Time Management • Problem Solving • Math Operations <p>Issues:</p> <ul style="list-style-type: none"> • Barriers to student success • Communication • Employability • Access to resources • Teamwork • Math Anxiety • Testing strategies • Basic Computer Literacy • Cultural Awareness • Motivation <p>Skills:</p> <ul style="list-style-type: none"> • Computation and application skills with whole numbers • Computation and application skills with decimals • Computation and application skills with fractions • Develop skills in estimation • Round a decimal and whole numbers to a specified place • Arrange numbers in numerical order • Read and understand data from bar, pictorial, line, tables, charts and various graphs. • Find statistical measures such as median and mean • Estimate to predict results and to check to see if results are reasonable • Communicate reasoning and results in a variety of ways such as words, graphs, charts, tables and simple algebraic models
<p>Reason for the new course</p>	<p>To determine the specific math level of ABE students and place them in appropriate math courses.</p>

Section #2 Transferability

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

colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Joe Michael Urbina	jurbina@pcc.edu
SAC Administrative Liaison	Email
Laura Horani	lhorani@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Adult Basic Education	Submitter name Phone Email	Judith Voth 971-722-5244 jvoth@pcc.edu
Course Prefix and Number:	ABE 0791	# Credits: Non-credit	0
Course Title: (60 characters max)	Advanced Integrated Reading and Writing	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes until completed GED or ready for college coursework	Contact hours: PER QUARTER 6	Lecture: 60 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		Students may repeat the course to improve basic skills required for GED test, college preparation coursework.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
This course utilizes an alternate grading system.			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			

Course Description: (field will expand as needed)	Integrates reading and writing skills to enhance critical thinking, analysis, and synthesis of information for understanding and effective communication. Prerequisite: CASAS Reading Placement 235 or higher
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CASAS Reading Placement 235 or higher	<input type="checkbox"/> x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Upon successful completion the student will be able to:</p> <ul style="list-style-type: none"> • Use and understand the pre-writing and pre-reading strategies to identify, clarify, and or prepare for the purpose of any reading or writing activity • Incorporate fluency and new vocabulary into daily and academic reading and writing • Apply a range of strategies including activating prior knowledge and cultural understanding to monitor and enhance comprehension • Utilize steps in the writing process and apply the appropriate English language conventions to daily and academic writing • Apply critical thinking in written responses • Analyze, evaluate, and integrate writing style, ideas, arguments and themes from multiple complex sources into a written or oral response
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Complete CASAS Reading Test • Pass GED Practice tests in Writing, Social Studies, Science and Reading • Take Compass Test (if college bound) • Create Writing portfolios, including reflections, drafts that show evidence of editing and

	revising <ul style="list-style-type: none"> • Write paragraphs ,essays ,letters, poems, resumes, journal entries • Graph Reading rate • Develop projects, presentations, and debates • Complete Reading with Understanding Diary • Assess Comprehension with quizzes, multiple choice questions, written response and discussion questions
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes: Family, Citizen, Lifelong Learner, Worker Concepts :goal setting, critical thinking, decision making, confidence building, collaborative team work Issues: barriers to student success, access to resources, communication skills, learning differences, test and school anxiety Skills: <ul style="list-style-type: none"> • Awareness of writing as a process • Develop writing content and style in a way that serves the purpose • Understand distinct English conventions • Appraise own writing skills and abilities and those of others through revision process • Revise written work from peer or instructor feedback • Summarize and paraphrase ideas in a text • Read regularly for own purposes • Identify, clarify, and/or prepare for complex reading purpose • Pronounce “on sight” words, abbreviations, and acronyms found in everyday texts and a range of terms related to areas of interest or study • Recognize “on sight” syllable patterns/types, root words, and affixes in multi-syllabic words • Acquire and apply meanings of most words and phrases found in everyday and academic texts, including terms related to specialized topics • Accurately read text composed of dense or long, complex sentences and paragraphs with appropriate pacing, phrasing, and expression • Evaluate and/or apply prior knowledge of the content and situation, including cultural understanding, to support comprehension • Use strategies easily and in combination to pronounce and/or discern the meanings of unfamiliar words found in a complex text • Choose from a range of strategies, including some sophisticated ones, and integrate them to monitor and/or enhance text comprehension • Locate, analyze, and critique stated and unstated information, ideas/arguments, and/ or themes in a complex functional, informational, or persuasive text • Draw conclusions related to the structural elements of a complex literary work, using

	<p>literary terms</p> <ul style="list-style-type: none"> Analyze and evaluate an author's style, attending to the use of language and literary techniques and to influences on the writing Integrate the people/characters, events, information, ideas/arguments, themes, or writing styles in lengthy or multiple complex texts with each other and/or with knowledge of the world to address a complex reading purpose
Reason for the new course	Separating Reading and Writing from Comprehensive courses which also included math.

Section #2 Transferability

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

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

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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.	NA
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Joe Urbina	jurbina@pcc.edu
SAC Administrative Liaison	Email
Laura Horani	lhorani@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Computer Applications/Offices Systems	Submitter name	Barb Lave
		Phone	971-722-7492
		Email	blave@pcc.edu
Current prefix and number	CAS 216	Proposed prefix and number	
Current course title	Beginning Word	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions)	Proposed Description
Introduces Microsoft Word including headers and footers, writing tools, and merging to create, edit, and produce documents such as letters, memos, manuscripts, and multipage documents.	Introduces the basics of Microsoft Word to create, edit, and print documents such as letters, memos, and manuscripts; produce multi-page documents; use headers and footers; become familiar with the program's writing tools and basics of enhancing

Recommended: Placement into RD 115 and WR 115; keyboarding 25 words per minute.	documents; and produce merged copy. Recommended: Placement into RD 115 and WR 115; keyboarding 25 words per minute.
Reason for change	Students need minimum placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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 (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use Microsoft Word to create personal and/or business documents following current professional and/or industry standards. 2. Use critical thinking skills to independently design and create word processed documents. 3. Communicate in a business setting using word processing vocabulary 4. Be prepared for intermediate level Word course 	
Reason for change	The statement “to industry standards” further clarifies the quality of work expected from students.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Computer Applications/Offices Systems	Submitter name	Barb Lave
		Phone	971-722-7492
		Email	blave@pcc.edu
Current prefix and number	CAS 216A	Proposed prefix and number	
Current course title	Beginning Word	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions)	Proposed Description
Introduces the basics of Microsoft Word to create, edit, and print basic documents such as letters and memos. Recommended: Placement into RD 115 or WR 115; keyboarding 25 words per minute.	Introduces the basics of Microsoft Word to create, edit, and print basic documents such as letters and memos and become familiar with the program's writing tools. Recommended: Placement into RD 115 and WR 115; keyboarding 25 words per minute.

Reason for change	Students need appropriate placement for both reading and writing to manage course content.
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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 (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use Microsoft Word to create personal and/or business documents following current professional and/or industry standards. 2. Communicate in a business setting using word processing vocabulary. 	
Reason for change	The statement “to industry standards” further clarifies the quality of work expected from students.

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Computer Applications/Office Systems	Submitter name Phone Email	Barbara Lave X7492 blave@pcc.edu
Current prefix and number	CAS 217	Proposed prefix and number	
Current course title	Intermediate Word	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Review basic features and develop additional skill using Word. Enhance documents through special formatting features such as graphic lines and images, Word Art, and clipart; work with headers and footers in multi-page documents; create and format tables; use advanced merge; create documents with newspaper columns; and	Introduces intermediate and advanced features of Microsoft Word to enhance documents through special formatting features such as graphic lines and images, Word Art, and clipart; work with headers and footers in multi-page documents; create and format tables; use advanced merge; create documents with newspaper columns; and create and use fill-in forms. Recommended: Placement into RD 115 and WR 115. Prerequisite: CAS 216 or instructor

create and use fill-in forms. Recommended: Placement into RD 115 or WR 115; CAS 216; or instructor permission. Additional lab hours may be required, consult instructor. Audit available.	permission.
Reason for change	Students need minimum placement for both reading and writing to manage course content.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Students will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate efficiency in creating, editing, printing and managing files and documents. B. Use advanced features of the software to produce documents efficiently. C. Use critical thinking skills to independently plan and produce documents. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> A. Use advanced features of the software to produce documents following current professional and/or industry standards. B. Efficiently create, edit, print and manage files and documents. C. Use critical thinking skills to independently plan and produce documents.
Reason for change	Prerequisite is required so that students are better prepared for success in CAS 217.

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

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CAS 216	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Barbara Lave		
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	ENG	Submitter name	Jaeckle
		Phone	7092
		Email	jeff.jaeckle@pcc.edu
Current prefix and number	ENG 212	Proposed prefix and number	N/A
Current course title	Biography and Autobiography	Proposed title (60 characters max)	N/A
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies biographies, autobiographies, memoirs, and journals as works of literature. Prerequisite: WR 115 and RD 115	Covers the study of biographies, autobiographies, memoirs, and journals as works of literature. Prerequisite: WR 115 and RD 115 or

or equivalent placement test scores.	equivalent placement test scores.
Reason for change	Note: I did not change the course description. That occurred with your edit of the Gen Ed form. Either phrasing of the description seems fine to me.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Recognize the structures of biography and autobiography as distinct forms of literature.</p> <p>Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.</p> <p>Recognize how an author's own ideology shapes reality in an autobiography or biography.</p> <p>Connect biographical and autobiographical texts to their historical and cultural contexts.</p> <p>Raise questions about the truth, factuality, objectivity, and subjectivity of biography and autobiography.</p> <p>Recognize the roles which</p>	<p>Recognize the structures of biography and autobiography as distinct forms of literature.</p> <p>Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.</p> <p>Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.</p> <p>When reading, connect biographical and autobiographical texts to their historical and cultural contexts.</p> <p>Recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.</p>

<p>argument, rhetoric, fiction, photography, and available evidence play in the composing process of biography and autobiography.</p> <p>Enjoy reading biographies and autobiographies as much as other forms of literature.</p> <p>Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.</p>	
Reason for change	Too many outcomes—reduced from eight to five.

<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
<p align="center">Current prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p align="center">Proposed prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>Is this course used for related instruction? Please confirm this by <input type="checkbox"/> yes</p>			

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

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jeff Jaeckle	jeff.jaeckle@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 212	Course Title:	Biography and Autobiography
Course Credits:	4	Gen Ed Category:	Arts and Letters

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

Course Prefix and Number:	ENG 212	Course Title:	Biography and Autobiography
Course Description:	Covers the study of biographies, autobiographies, memoirs, and journals as works of literature. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	<p>Recognize the structures of biography and autobiography as distinct forms of literature.</p> <p>Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.</p> <p>Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.</p> <p>When reading, connect biographical and autobiographical texts to their historical and cultural contexts.</p> <p>Recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.</p>		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

members will use the following criteria when evaluating the request:

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

A. Understanding of their culture and how it relates to other cultures.	The course includes a broad number of concepts, models, and texts pertaining to biographies and autobiographies that enables students to understand and appreciate different cultural contexts, including how their own cultural backgrounds are reflected in those of others. Students will complete the course with the ability to connect biographical and autobiographical texts to their historical and cultural contexts.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	This course approaches biography and autobiography from both global and individual perspectives in order to facilitate discussion and understanding of the roles played by race, gender, sexuality, nationality, and other cultural markers in shaping our understanding of history. Students will complete the course with the ability to connect biographical and autobiographical texts to their historical and cultural contexts, including those that relate to topics of race, class, gender, sexuality, nationality, and other cultural markers.
C. Understanding of themselves and their natural and technological environments.	This course explores a number of questions related to truth, subjectivity, ethics, and belief as they pertain to the author themselves and to the broader human experience as a means of facilitating the students' understanding of themselves and their environments. Students will complete the course with the ability to recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.
D. Ability to reason qualitatively and quantitatively.	This course promotes both qualitative and quantitative analyses of biographies and autobiographies as distinct forms of literature within the broader discipline of English and in relation to other disciplines. Students will complete the course with the ability to compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.
E. Ability to conceptually organize experience and discern its meaning.	This course requires that students write and revise coherent and well-supported essays on biography and autobiography as a means of shedding light on their experiences with these texts as well as their understanding of the broader discipline of English. Students will complete the course with the ability to write and revise such essays, which will prepare them for future courses in the humanities.
F. Aesthetic and artistic values.	This course encourages students to enjoy and appreciate details of voice, style, form, and other aesthetic choices that authors make with biographies and autobiographies. Students will complete the course with the ability to

	recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.
G. Understanding of the ethical and social requirements of responsible citizenship.	This course promotes discussion of truth, subjectivity, and ethics in order to facilitate broader understanding of responsible citizenship as it pertains to the authors as well as the students themselves. Students will complete the course with a better understanding of how to recognize and perform different modes of responsible citizenship.

Arts and Letters

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Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Recognize the structures of biography and autobiography as distinct forms of literature.

Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.

Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.

When reading, connect biographical and autobiographical texts to their historical and cultural contexts.

Recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course uses a combination of analyses, critical syntheses, and evaluations of biography and autography to facilitate students' creative expression of their newly gained knowledge of these texts' cultural and historical implications, including how they shape the broader human experience.

How does the course enable a student to "critically analyze

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

The course uses a variety of biographical and autobiographical texts to promote critical discussion and analysis of questions of truth, subjectivity, and ethics as they play out in the authors’ lives, in a global context, and in the students’ own experiences.

Social Sciences
Outcomes:
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
<p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication.

4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

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

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

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

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

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

Portland Community College

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:	English Department	Submitter name Phone Email	Chris Jensen 971-722-7362 cjensen@pcc.edu
Course Prefix and Number:	ENG 269	# Credits:	4
Course Title: (60 characters max)	Wilderness Literature	Transcript Title (30 characters max)	Wilderness Literature
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores writings about wilderness and the natural world, giving attention to the relationship between nature and culture. Considers a variety of historical perspectives through essays, poetry, book-length nonfiction, novels, and film. Examines efforts to rethink the concept of wilderness with respect to law, gender, work, race, and the built environment (e.g., urban forests, gardens, farming) while addressing contemporary concerns for global environmental sustainability. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.		

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

1. Use literary analysis to understand, critique, and discuss writings about wilderness and the natural world, recognizing important themes, concepts, and issues.
2. Recognize how literature shapes and challenges our attitudes and actions towards nature—and how our ideas about the meaning of wilderness continue to evolve.
3. Apply an understanding of wilderness literature to the vision of global environmental sustainability.
4. Write clearly about the complex ideas and questions pertaining to the literature of wilderness and the natural world.

Course activities and design:
(from CCOG)

Students will read and discuss assigned course materials, responding in writing assignments both formal and informal. Class time may include lecture, small- and large-group discussion, reading and annotating poems and other texts, viewing film clips, listening to audio, giving individual and group presentations, doing group in-class projects, and possibly taking excursions outside of the classroom.

Outcomes assessment strategies:

Tools for assessment may include quizzes, reading responses, oral presentations, tests, midterm exam, final exam, field reports, film reviews, formal academic essays, in-class writing, and out-of-class writing.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Point-of-view, characterization, structure, setting, tone, diction, persuasion/argument, description, figurative language, genres of wilderness literature (e.g., personal essay, profile, historical realism, satire, field notes, diary, short story, polemic, novel, poetry, fiction, documentary and narrative film), Colonial Era, Age of Romanticism, Garden of Eden, Transcendentalism, Age of Realism, Naturalism, Wilderness, tourism, leisure, the sublime, the frontier, mountains, Manifest Destiny, democracy, the Oregon Trail, animals and animal rights, risk, surviving wilderness, U.S. federal government, industry and mechanization, conservation, communitarian/individual experience of nature, National Park Service, U.S. Forest Service, Wilderness Act of 1964, National Wildlife Refuge System, role of human beings in the natural world, The Chain of Being, interdependence of nature and culture, environmental movement, defending wilderness, bio-diversity, global environmental sustainability, eco-criticism, gender, women and wilderness, deep ecology, eco-defense, wilderness in western and eastern religions, class and race in the construction of wilderness, rethinking wilderness, "wildness," dualism, the practice of the wild, hunting, agriculture, gardening, nature and work, urban forestry, landscape design, adventure travel, nature-deficit disorder, concept of the commons (e.g., ocean and sky), NPS Night Sky Team, dark sky movement. <i>Skills and competencies:</i> close reading, analysis, synthesis, writing about literature, oral presentations, discussion, independent research, developing personal positions, defending personal positions.
Reason for the new course	Alongside PCC courses in Environmental Sustainability and Environmental Ethics, there is need for English classes that explore the experience of the environment and wilderness in terms that are imaginative and literary. Over several decades, writings about the natural world have become an established part of the literary canon, with deep roots in American literature and with relevance in other world cultures as well. We do not currently have a literature course that focuses on the environment, ecology, or wilderness, as do many four-year and community colleges. The recent ENG 199A (Wilderness Literature) experimental course at Rock Creek campus demonstrated genuine student interest and enthusiasm for the subject.

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	
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence

Identify comparables at Oregon schools	Comparables at Oregon schools ENG 269 – Environmental Literature (4) at Chemeketa Community College ENG 230 – Introduction to Environmental Literature (4) at University of Oregon ENG 201 – Eco-Literature (4) at Reed College Comparables outside Oregon ENG 184 – Literature of the Wilderness - University of California, Davis ENG 196 – Reading the American Wilderness – University of Vermont ENG 265 – Nature in Literature - University of Nevada, Reno
Is General Education or Cultural Diversity designation being sought at this time?	x <input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

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

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

Implementation term:	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available X Winter 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington 7488 rdunnig@pcc.edu
Current prefix and number	DS 101	Proposed prefix and number	DS 101
Current course title	Diesel Rebuild and Lab	Proposed title (60 characters max)	
# Credits	12	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers engine theory, engine components, and proper diesel engine rebuild procedures. Includes basic engine electrical and fuel systems, shop tool use and maintenance.. Audit available.	Examines engine theory, engine components, and proper diesel engine rebuild procedures. Introduces basic engine electrical and fuel systems, shop tool use and maintenance. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score

	or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Analyze and determine the problem and implement the correct repair of diesel engines, components and systems. 2. Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines. 3. Communicate with coworkers, customers, management and general public in a professional and knowledgeable manner.	
Reason for change	No change

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
None			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
prefix & number: RD 80 or higher or equivalent placement test score	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair Russ Dunnington / Tyler Phillis	rdunning@pcc.edu	02-13-12
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS102	Proposed prefix and number	
Current course title	Truck Power Train	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces gear transmissions, differentials and clutches involved in the application of diesel-powered vehicles. Audit available.	Explores concepts in gear transmissions, differentials and clutches involved in the application of diesel-powered vehicles. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.

Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Disassemble, inspect, reassemble and understand the power flow of any number of transmissions. Knowledge of how and why diesel engine clutches work. Learn about the materials needed to properly repair and maintain power trains and their components. Develop skills in failure diagnosis and researching the failure symptoms in service manuals. Practice personal safety by using protective gear and safe procedures in all work areas. Develop skills needed to attain employment through a mock employment interview. 	<ul style="list-style-type: none"> Disassemble, inspect, reassemble and understand the power flow of transmissions. Remove, disassemble, reassemble and install clutches. Apply use of tools and materials needed to properly repair and maintain power trains and their components. Diagnose failures and research the failure symptoms in service manuals. Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	Removal of last outcome and update to newer learning outcomes style. The content for this deleted outcome is now included in CG209 Job Finding Skills, which is a required class for all DS certificates and the AAS degree.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
None			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: RD 80 or higher or equivalent placement test score	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair	Russ Dunnington / Tyler Phillis	rdunning@pcc.edu
		02-13-12
	SAC Administrative Liaison	Email
	Irene Giustini	igiustin@pcc.edu
		Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS 103	Proposed prefix and number	DS103
Current course title	Fuel Injection Systems	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Emphasizes fuel injection systems and how they relate to diesel engine performance and operation. Lecture and hands on training used for instruction. The operations of all major fuel injection devices including diesel fuels, fuel transfer pumps, fuel	Covers fuel injection systems and how they relate to diesel engine performance and operation. Explores the operations of all major fuel injection devices including diesel fuels, fuel transfer pumps, fuel nozzles, fuel injectors, filtration systems, metering systems and governing

nozzles, fuel injectors, filtration systems, metering systems and governing systems will be presented.	systems. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Develop skills to disassemble, inspect, reassemble and test fuel injection components and understand the relationship between component failure and engine operation.	1. Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance. 2. Competently troubleshoot, evaluate and repair diesel fuel injection systems.
Reason for change	Update to newer learning outcomes style

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

prefix & number: RD 80 or higher or equivalent placement test score	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair Russ Dunnington / Tyler Phillis	rdunning@pcc.edu	02-13-12
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS 104	Proposed prefix and number	
Current course title	Fund Hydraulics/AC Systems	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers basic electrical theory, electrical components, and proper electric diagnostic procedures. Introduces basic electrical systems, diagnostic tool use and maintenance. Includes Cummins Electronic Engine controls and basic multiplexing.	

Audit available.	
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Apply basic theory of automotive electricity, components, schematics, controls and how they all relate to make a complete system.</p> <p>Diagnose and repair electrical circuits.</p> <p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with coworkers, customers, management and general public in a professional and knowledgeable manner.</p>	
Reason for change	none

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
prefix & number: RD 80 or higher or equivalent placement test score	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair Russ Dunnington / Tyler Phillis	rdunning@pcc.edu	02-13-12
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS 105	Proposed prefix and number	DS105
Current course title	Fund Hydraulics/AC Systems	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Fundamentals of hydraulics in theory and shop practice provides a solid background in applications of hydraulics in the trucking and heavy equipment industry. Heavy duty air conditioning operation, trouble shooting and system repair is incorporated into this	Covers fundamentals of hydraulics in theory and shop practice. Provides a solid background in applications of hydraulics in the trucking and heavy equipment industry. Covers heavy duty air conditioning operation, trouble shooting and system repair. Prerequisites: RD 80 or higher

class. Audit available.. Emphasizes safety and the use of service manuals and textbooks. Audit available.	or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Develop skills to disassemble, inspect, reassemble and test hydraulic components and understand the relationship between component failure and hydraulic system operation. Develop knowledge of how hydraulic and air conditioning systems operate. Develop a technical research paper. Develop skills in hydraulic and air conditioning system failure diagnosis. Practice personal safety by using protective gear and safe procedures in all work areas. 	<ul style="list-style-type: none"> Disassemble, inspect, reassemble and test hydraulic components and understand the relationship between component failure and hydraulic system operation. Apply knowledge of how hydraulic and air conditioning systems operate. Research a new product’s hydraulic system. Diagnose hydraulic and air conditioning system failures. Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	Update to newer learning outcomes style

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

Current prerequisites, corequisites and concurrent

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
prefix & number: RD 80 or higher or equivalent placement test score	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair Russ Dunnington / Tyler Phillis	rdunning@pcc.edu	02-13-12
SAC Administrative Liaison (type name)	Email	Date

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS 106	Proposed prefix and number	DS106
Current course title	PMI/Detroit Diesel Elect Contr	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Preventive Maintenance Inspection (PMI) of vehicles, Department of Transportation (D.O.T.) out of service criteria, PM scheduling, lubricants and winterizing. Detroit Diesel Electronic Control (DDEC) learn to understand and troubleshoot	Covers preventive Maintenance Inspection (PMI) of vehicles, Department of Transportation (D.O.T.) out of service criteria, PM scheduling, lubricants and winterizing. Covers Detroit Diesel Electronic Control operation and diagnostics. (DDEC).

system. Audit available.	Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Develop knowledge of diesel engine diagnostic tune up. Develop knowledge of how to analyze and diagnose diesel engines support systems. Learn about the tools and materials needed to properly analyze and tune up diesel engines. Practice personal safety by using protective gear and safe procedures in all work areas. 	<ul style="list-style-type: none"> Apply knowledge of diesel engine diagnostic tune up. Analyze and diagnose diesel engines support systems. Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	Update to newer learning outcomes style

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
prefix & number: RD 80 or higher or equivalent placement test score	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair Russ Dunnington / Tyler Phillis	rdunning@pcc.edu	02-13-12
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington 7488 rdunnig@pcc.edu
Current prefix and number	DS202	Proposed prefix and number	
Current course title	Heavy Duty Power Train	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Advanced theory and application on automatic and power shift transmissions as used in the heavy equipment industry. Audit available.	Introduces advanced theory and applications of automatic and power shift transmissions used in the heavy equipment industry. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.

Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Disassemble, inspect, reassemble and understand the power flow of any number of heavy-duty transmissions used in on and off road automatics and power shift transmissions. Knowledge of how torque converters work and where they are used. Learn about the materials needed to properly repair and maintain heavy-duty power trains and their components. Develop skills in failure diagnosis and researching the failure symptoms in service manuals. Practice personal safety by using protective gear and safe procedures in all work areas. Develop skills needed to use a computer program to assess diagnosis information from a computer-controlled transmission. 	<ul style="list-style-type: none"> Disassemble, inspect, reassemble and understand the power flow of heavy-duty on and off road automatic and power shift transmissions. Apply theory and applications of various torque converter designs. Apply knowledge of the materials needed to properly repair and maintain heavy-duty power trains and their components. Diagnose failures and research the failure symptoms in service manuals. Apply personal safety by using protective gear and safe procedures in all work areas. Assess diagnostic information from computer-controlled transmissions.
Reason for change	Update to newer learning outcomes style.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
None			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: RD 80 or higher or equivalent placement test score	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair	Russ Dunnington / Tyler Phillis	rdunning@pcc.edu
		02-13-12
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington 7488 rdunnig@pcc.edu
Current prefix and number	DS 203	Proposed prefix and number	DS203
Current course title	Fuel Injection System Diagnostics	Proposed title (60 characters max)	Fuel Injection System Diag and Cat Elect Engine Controls
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Designed to cover diesel fuel injection pumps and their applications, timing advance mechanisms, governing systems, electronic engine controls and other related items that effect engine operation and performance. nozzles, fuel injectors,	Covers fuel injection pumps and their applications, fuel system diagnostics and Caterpillar electronic engine controls. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel

filtration systems, metering systems and governing systems will be presented.	Service Technology Math Entrance Exam. Audit available.
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Learn fuel injection pumps and governors.</p> <p>Learn the tools necessary to diagnose and repair fuel injection pumps and governors.</p> <p>Learn the relationship between failed fuel system components and engine operation.</p>	<ol style="list-style-type: none"> 1. Apply fuel injection systems knowledge to engine applications for maintenance and trouble shooting. 2. Competently diagnose, repair and program Caterpillar electronic engine controls. 3. Research and locate industry repair literature. 4. Research a company and analyze the advantages and disadvantages of employment with the company.
Reason for change	Update to newer learning outcomes style

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

prefix & number: RD 80 or higher or equivalent placement test score	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair Russ Dunnington / Tyler Phillis	rdunning@pcc.edu	02-13-12
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS 205	Proposed prefix and number	DS 205
Current course title	Mobile & Hydrostatic Hydraulic	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers advanced hydraulics and hydrostatics used on heavy equipment, farm machinery, marine equipment, hydraulic cranes, backhoes and other equipment. Emphasizes troubleshooting. Prerequisite: DS 105. class. Audit	Covers advanced hydraulics and hydrostatics used on heavy equipment, farm machinery, marine equipment, hydraulic cranes, backhoes and other equipment. Emphasizes troubleshooting. Prerequisite: DS 105. Audit available.

available.. Emphasizes safety and the use of service manuals and textbooks. Audit available.	
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Apply theory and knowledge learned in DS 105 Fundamentals of Hydraulics and Air Conditioning Systems.</p> <p>Learn the tools necessary to diagnose and repair system components.</p> <p>Learn identification f different hydraulic and hydrostatic systems</p> <p>Learn to use the tools to repair hydraulic and hydrostatic systems</p>	<ol style="list-style-type: none"> 1. Apply hydraulic systems knowledge to equipment applications for maintenance and trouble shooting. 2. Competently diagnose, test, repair and maintain mobile hydraulic and hydrostatic equipment 3. Research and locate repair literature. 4. Interpret and apply hydraulic schematics
Reason for change	Update to newer learning outcomes style

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

	Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
	Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	<input type="checkbox"/> Next available term after approval X Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair	Russ Dunnington / Tyler Phillis	rdunning@pcc.edu
		02-13-12
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Russ Dunnington
		Phone	7488
		Email	rdunnig@pcc.edu
Current prefix and number	DS206	Proposed prefix and number	
Current course title	Med/Heavy Duty Truck Brake	Proposed title (60 characters max)	
# Credits	9	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Gain knowledge in medium/heavy duty truck brake systems, suspension and steering. Covers: air brake systems, hydraulic brake systems, truck foundation brakes, antilock brakes, automatic slack adjusters, wheels, tires and fifth wheels. Emphasizes safety and the use of service manuals and textbooks. Audit available.	Examines concepts in medium/heavy duty truck brake systems, suspension and steering. Covers air brake systems, hydraulic brake systems, truck foundation brakes, antilock brakes, automatic slack adjusters, wheels, tires and fifth wheels. Emphasizes safety and the use of service manuals and textbooks. Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the

	Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	We are implementing program and course prerequisites in math and reading as recommended by our Advisory Committee. Some students come into the program with low math and reading, negatively impacting their ability to learn the curriculum. This will also help with attrition.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Disassemble, inspect, reassemble and understand components of air brake systems, truck foundation brakes, antilock brake systems, steering systems, suspension systems, wheels and tires, and fifth wheels. Learn about the tools and materials needed to properly repair and maintain brake systems, steering systems, suspension systems, wheels, tires, and fifth wheels. Skills in failure diagnosis and practice researching the failure symptoms in service manuals and other sources to research and diagnose failures. Practice personal safety by using protective gear and safe procedures in all work areas. 	<ul style="list-style-type: none"> Disassemble, inspect, reassemble and understand components of air brake systems, truck foundation brakes, antilock brake systems, steering systems, suspension systems, wheels and tires, and fifth wheels. Apply knowledge of tools and materials needed to properly repair and maintain brake systems, steering systems, suspension systems, wheels, tires, and fifth wheels. Diagnose failures and practice researching the failure symptoms in service manuals and other sources to research and diagnose failures. Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	Update to newer learning outcomes style

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			

prefix & number: RD 80 or higher or equivalent placement test score	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair	Russ Dunnington / Tyler Phillis	rdunning@pcc.edu
		02-13-12
	SAC Administrative Liaison	Email
	Irene Giustini	igiustin@pcc.edu
		Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Interior Design	Submitter name phone and email	Amanda Ferroggiaro amanda.ferroggiaro1@pcc.edu
Prefix and Course Number:	ID 128	Credits:	3
Course Title: (60 characters max)	Digital Rendering and Presentation	Transcript Title (30 characters max)	Digital Rendering Presentation
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 20 Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Introduces the skills necessary for the use of computer software Photoshop and InDesign for architectural design processes and presentation techniques.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ARCH 110	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>At the end of the course, students will be able to:</p> <p>Design and produce a multi-layered document using Adobe Photoshop.</p> <p>Use Adobe InDesign at an introductory level to produce final design layouts.</p>
Course activities and design: (from CCOG)	<p>In class exercises to develop familiarity with the program.</p> <p>Exercise on typography and text communication.</p> <p>Assignments on layers and understanding how to add color and texture information to architectural design documents.</p>
Outcomes assessment strategies: (from CCOG)	<p>Students are evaluated on successful material communication in their final documents.</p> <p>Students are evaluated on successful communication of color and concept in their final documents.</p> <p>Students are evaluated on the correct format of their final documents using the layers and layout necessary for professional Photoshop and InDesign documents.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Concepts:</p> <p>Design Communication</p> <p>Integration of Design and Technology</p> <p>Themes:</p> <p>Correct color representation in architectural drawings.</p> <p>Issues:</p> <p>Simplifying a complex computer application for an introductory course.</p> <p>Furthering design development through the specifics of color, texture and materials.</p>

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Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Interior 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:	The addition of ID 128, Digital Rendering and Presentation will further the design program's focus on presentation for design communication.	

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

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Not at this time but there is potential for articulation with other interior design programs that have articulation agreements presently with the interior design department at PCC.
Impact on other Programs and Departments	
Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Architectural Design and Drafting may add ID 128 to the elective list for it's program.
Are there similar courses existing in other programs or disciplines at PCC? If	No. While the computer programs, Photoshop and InDesign are taught in CAS and Graphic Design these departments do not have the focus on the

yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	built environment that the Interior Design department does. CAS and Graphic Design do not use architectural drawings to communicate their projects and are therefore not familiar with the types of drawings Interior Design students are required to create.
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	The FDC, Amanda Ferroggiaro will contact CAS to discuss. Graphic Design has been contacted and it was decided the direction was not similar enough to the architectural drawing approach. Also, Interior Design uses a PC format and Graphic Design uses Mac programs.
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	Architectural Design and Drafting may add ID 128 to the elective list for its program.
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Amanda Ferroggiaro	amanda.ferroggiaro1@pcc.edu	2/8/2012
SAC Administrative Liaison (type name)	Email	Date
Steve Ward, Division Dean, VAPAD	sward@pcc.edu	2/8/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Dave Hall
		Phone	971-722-7174
		Email	dghall@pcc.edu
Current prefix and number	Mth 93	Proposed prefix and number	
Current course title	Intro TI Graphics Calculator	Proposed title (60 characters max)	Intro to the TI-89 or Casio ClassPad 330 Calculators
# Credits	1	Proposed transcript title (30 characters max)	Intro to Graphing Calculators
Reason for title change	We are currently broadening this graphing calculator course to include the Casio ClassPad 330 calculators.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the power of your programmable graphing calculator for use at school and home. The TI-89 or TI 92+ graphing calculator required.	Introduces basic use of graphing calculators. Explores the power of graphing calculators' computer algebra systems. The TI-89 (or TI-92 or Voyage 200) or Casio ClassPad 330 graphing calculator is required. Prerequisite: MTH60 or equivalent placement.

Reason for change	The current course is designed to instruct students in the use of the Texas Instruments graphing calculators, TI-89 or TI-92+. We are currently broadening the course to now include the Voyage 200 and another brand of graphing calculator the Casio ClassPad 330. We have also changed the prerequisite to math 60 because students in math 60 or below courses do not typically use graphing calculators and in general do not have the mathematical background required to benefit from this type of course.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> *Use of basic editing, calculations, and algebraic features. * Use the catalog, menu items, including variables, and memory management. * Use graph and table features. * Use the TI-89, TI 92+, or Voyage 200 for use in other courses. 	Confidently use the TI-89 or Casio ClassPad 330 calculator's (or an equivalent calculator model's) editing, arithmetic, algebraic, catalog, menu, graphing, table, and memory management features in future coursework and real-world settings.
Reason for change	We have modified the learning outcomes to be more precise and to also include another graphing calculator, the Casio ClassPad 330.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Dave Hall	dghall@pcc.edu	1/25/12
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	1/25/12
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department:	Dietary Manager	Submitter name phone and email	Tess Weir 971.722.7575 Teresa.weir15@pcc.edu												
Prefix and Course Number:	DM 105	Credits:	1												
Course Title: (60 characters max)	Food Safety: ServSafe	Transcript Title (30 characters max)	Food Safety: ServSafe												
Can this course be repeated?	<input type="checkbox"/> Yes	How many times? 3	Contact hours: PER QUARTER Lecture: 10 Lec/lab: Lab:												
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> No	Prefix, number and title:												
<p>GRADE OPTIONS: Check as many or as few options as you'd like</p> <p>Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Check all that apply</th> <th style="text-align: center;">Default (Choose one)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A-F (letter grade)</td> <td style="text-align: center;">x<input type="checkbox"/></td> <td style="text-align: center;">x<input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Pass/No pass</td> <td style="text-align: center;">x<input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Audit in consultation with faculty</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>					Check all that apply	Default (Choose one)	A-F (letter grade)	x <input type="checkbox"/>	x <input type="checkbox"/>	Pass/No pass	x <input type="checkbox"/>	<input type="checkbox"/>	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
	Check all that apply	Default (Choose one)													
A-F (letter grade)	x <input type="checkbox"/>	x <input type="checkbox"/>													
Pass/No pass	x <input type="checkbox"/>	<input type="checkbox"/>													
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>													
Course or program fee: (Identify only fees which are independent of the standard lab fee)															
<p>Course Description: Begin the course description with an active verb. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i>. Include course recommendations in the description. (the field expands as needed)</p>															
<p>Covers foodborne illnesses in the food service industry. Includes identifying and analyzing the factors which cause foodborne illnesses and food safety and sanitation through proper purchasing, preparation, handling and storage. Includes the ServSafe exam.</p>															
Addendum to course description:															

Identify prerequisite, corequisite and concurrent course(s)
 (double click on check box to activate dialog box)

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

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Apply safe food handling principles from purchasing, preparation, handling and storage to prevent food borne illness. 2. Continually educate staff on proper food handling procedures. 3. Ensure safe food production by performing continuous quality improvement. 4. Be prepared to earn the ServSafe certification.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Lecture and group discussion of concepts in ServSafe Essentials text. 2. Study question assignment. 3. Completion of ServSafe exam.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. ServSafe examination
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Unit 1 The food safety challenge: providing safe food, the microworld, contamination and food allergens, the safe food handler.</p> <p>Unit 2 The flow of food through the operation: purchasing, receiving, storage, preparation and service.</p> <p>Unit 3 Food safety management systems, facilities, and pest management</p> <p>Unit 4 Food safety regulations and employee training.</p>

Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes
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 type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Dietary Manager Certificate	# credit: 15
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Managing and educating staff on safe food production is part of the dietary manager's role.	

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

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

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:	Dietary Manager	Submitter name phone and email	Tess Weir 971.722.7575 teresa.weir15@pcc.edu
Prefix and Course Number:	DM 119	Credits:	3
Course Title: (60 characters max)	Nutrition Through the Life Cycle	Transcript Title (30 characters max)	Life Cycle Nutrition
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Examines the multi-dimensional relationships between humans and food. Includes the digestion process and the organs involved and the availability of nutrients from foods. Explores how culture, religion and age can impact food consumption.			
Addendum to course description:			

Identify 2 prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites – WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Select the best food sources of specific vitamins and minerals. 2. Investigate and identify factors that affect food intake and how this can affect nutritional adequacy and apply this to menu development. 3. Evaluate the nutritional adequacy of a menu using nutrient analysis tools.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Use a nutrition analysis program to evaluate own diet. 2. Observe cooking methods for vitamin-rich foods. 3. Plan a one day menu for a “life cycle” family. 4. Interpret a nutrition label.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Written examination 2. Written assignments 3. Critical analysis of material 4. Course activities and discussion 5. Presentations and/or projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ol style="list-style-type: none"> 1. Identify the six groups of nutrients and follow the path of digestion and the organs involved. 2. Trace nutrition needs from infancy, childhood, adolescence pregnancy and lactation through elderly. 3. Plan a one day menu for an adolescent. 4. Apply guides and tools to assess nutritional adequacy. 5. Understand how digestion occurs to help plan and modify menus for individuals with unique needs. 6. Address specialized nutrition needs for different age groups.

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.	As part of a certificate
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes x <input 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?	x <input type="checkbox"/> Yes

		<input type="checkbox"/> No
Name of new certificate(s):	Dietary Manager Certificate	# credit: 17
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Applying basic concepts of changing nutritional needs and food sources of nutrients is an integral to the knowledge base of the dietary manager.	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval

	<input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tess Weir	teresa.weir15@pcc.edu	11/18/11
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	11/18/11

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Dietary Manager	Submitter name phone and email	Tess Weir 971.722.7575 Teresa.weir15@pcc.edu
Prefix and Course Number:	DM 129	Credits:	4
Course Title: (60 characters max)	Human Resources and Management for the Dietary Manager	Transcript Title (30 characters max)	Food Service and Human Resource Management
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Covers managing human resources in the food service setting. Includes performing, planning and implementing safe food production from purchasing to serving.			
Addendum to course description:			

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Manage, schedule, recruit and evaluate kitchen staff. 2. Perform all aspects of food service production in a cost effective manner from purchasing, receiving, storing, preparation and distribution to ensure nutritionally adequate meal service.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Mock performance review 2. Mock interview 3. Research and plan a food service menu 4. Research and prepare a production schedule 5. Write inspection report on hazard control
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Written examination 2. Written assignments 3. Critical analysis of material 4. Course activities and discussion 5. Presentations and/or projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ol style="list-style-type: none"> 1. Analyze management responsibilities and interpret state and federal employment laws. 2. Determine personnel needs including, recruitment, interview, performance standards scheduling and staff empowerment and developments. 3. Prepare standardized recipes using proper forecasting, purchasing, storing, and cooking procedures. 4. Implement continuous quality management. 5. Maintain department budget by using cost effective procedures.

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.	Part of the Dietary Manager Certificate education requirements.
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):	Dietary Manager	# credit: 17
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Food service management and human resource management are both important to the work requirements of the dietary manager.	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus x <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:

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

Section # 4 Department Review

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

SAC Chair	Email	Date
Tess Weir	teresa.weir15@pcc.edu	11/18/11
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	11/18/11

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Dietary Manager	Submitter name phone and email	Teresa Weir 971.722.7575 Teresa.weir15@pcc.edu
Prefix and Course Number:	DM 130	Credits:	3
Course Title: (60 characters max)	Dietary Manager Field Experience I	Transcript Title (30 characters max)	DM Field Experience I
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: Lab: 90 hours
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Provides an opportunity to practice dietary manager skills of food service delivery and human resource management in a hospital, a skilled nursing center or other equivalent setting.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: DM 129	<input type="checkbox"/> Prerequisite	X Corequisite	<input type="checkbox"/> pre/co
course prefix & number: DM 105	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Deliver food service that meets the appropriate nutrition standards for the health and/or therapy of a facility population. 2. Perform the duties of the dietary manager as they relate to regulations of food safety and handling. 3. Perform the duties of the dietary manager as they relate to staff development and recruitment. 4. Manage a food service facility that is profit generating or financially prudent.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Convert employee lists and working hours to FTE figures 2. Prepare short financial report. 3. Discuss with the preceptor how budget is determined and who is responsible for preparing budget. 4. Investigate software designed for financial management. 5. Create a menu for an upcoming catered event, including setting menu prices. 6. Discuss with the preceptor how personnel needs are determined. 7. Review with the preceptor all job titles and job descriptions for the department. 8. Write performance standards for the tasks involved in that job description. 9. Create a shift schedule for at least one week. 10. Create a list of possible methods to motivate employees. 11. Identify strategies for managing diversity in the workplace and characterize the benefits. 12. Conduct a mock interview. 13. Observe an interview. 14. Interpret the impact of unionization on the supervisory actions of a dietary manager. 15. Discuss with the preceptor the lines/types of communication commonly used in the facility. 16. Discuss, select, write and conduct a training session. 17. Conduct a client satisfaction survey and a plate waste study. 18. Discuss with preceptor the steps and records needed to prepare for an external evaluation and participate in the process of external evaluation

	<ul style="list-style-type: none"> 19. Identify common safety hazards. 20. Write an inspection report on hazard control. 21. Differentiate among the types of purchasing such as prime vendor, centralized purchasing and standing orders. 22. Identify possible roles of the dietary manager. 23. Identify food preferences, calculate trays per minute, and identify viable solutions to overcome distribution problems. 24. Discuss the value of evaluating meal service. 25. Make recommendations for choosing or revising a service and delivery system. 26. Honor client's/resident's rights while providing food and nutrition care. 27. Explain the meaning of management style and identify ways of building management skills. 28. Examine management tasks and management styles and use that information to build management skills. 29. Develop specifications for food products. 30. Calculate the amount of food to purchase for one week.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> 1. Full completion of required hours 2. Assignments
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> 1. Follow mechanics of purchasing from selecting vendors and purchasing ethics to managing the accounting side of purchasing and receiving 2. Investigate ways food service can be marketed as part of a competitive environment and a revenue generating component of the healthcare setting. 3. Practice sound practices to manage human resources and explain need, methods, events that affect and appropriate data needed for forecasting menus for menu implementation and reduction of food waste. 4. Identify the role of the dietary manager in financial management and major factors affecting cost control for food production and service, labor and operating expenses. 5. Identify practices that are essential for ethical purchasing. 6. Discuss the impact of receiving practices on quality and cost.

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.	Practicing dietary manager skills in the field allows for application of

class learning skills in a real time environment.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes x <input 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?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Dietary Manager	# credit: 17
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Performing and practicing the skills learned in the classroom enhance student learning and understanding.	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input 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 type="checkbox"/> other (explain) Field experience with discussion of assignments in DM 129.
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tess Weir	Teresa.weir15@pcc.edu	02/01/2012
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	01/01/2012

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Dietary Manager	Submitter name phone and email	Tess Weir 971.722.7575 teresa.weir15@pcc.edu
Prefix and Course Number:	DM 139	Credits:	3
Course Title: (60 characters max)	Nutrition for Dietary Managers	Transcript Title (30 characters max)	Nutrition for Dietary Managers
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, and presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Explores medical nutrition therapy in long-term and acute care settings. Includes the common diseases and the specific diets used in the treatment or control of the disease. Includes the theory and process of nutritional screening for assessment of diet adequacy and the tools to plan and prepare menus.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: DM 119	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Plan and prepare menus that meet medical nutrition therapy standards for the institution and evaluate the effectiveness. 2. Identify clients needing nutrition intervention. 3. Conduct nutrition screening and assessment as part of the patient care team to assist with treatment or patient care. 4. Adjust menus according to client/patient preferences and health status to ensure delivery of a nutritionally adequate diet.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Discuss diseases associated with digestion. 2. Identify basic medical nutrition terminology. 3. List the common diets and reasons for these diets. 4. Calculate Basal Metabolic Rate (BMR) and Body Mass Index (BMI). 5. List potential drug/nutrient interactions. 6. Use Carb Counting System. 7. Perform routine computations using a computerized nutritional analysis program. 8. Describe the role of dietary manager in interpreting nutrition data.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Written examination 2. Written assignments 3. Critical analysis of material 4. Course activities and discussion 5. Presentations and/or projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ol style="list-style-type: none"> 1. Define the basic concepts of medication nutrition therapy. 2. Explain utilization of medical nutrition therapy in longterm care and acute care settings. 3. Determine appropriateness of diet order for diagnosis using medical nutrition records. 4. Differentiate between routine and at risk clients. 5. Identify the role of dietary manager in nutrition screening process. 6. Relate nutrient intake to laboratory values. 7. Locate section in medical record for nutritional care interventions. 8. Evaluate care plans.

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.

Part of a certificate.

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):

Dietary Manager Certificate

credit: 17

Name of new degree(s):

credit:

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

Knowledge of common diseases and the specific diets used in their treatment; nutrition assessment including review of laboratory data helps the dietary manager develop care plans and menu modifications.

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

x ☐ Yes
☐ No

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

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

Section #3 Additional Information for new CTE courses

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

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

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

No

Impact on other Programs and Departments

Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.

None

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.

None

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 checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tess Weir	teresa.weir15@pcc.edu	11/18/11
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	11/18/11

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Dietary Manager	Submitter name phone and email	Tess Weir 971.722.7575 Teresa.weir15@pcc.edu
Prefix and Course Number:	DM 140	Credits:	2
Course Title: (60 characters max)	Dietary Manager Field Experience II	Transcript Title (30 characters max)	DM Field Exp II
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: Lab: 60
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Practice Dietary Manager skills with an emphasis on nutrition and medical nutrition therapy in a skilled nursing facility, hospital or other equivalent setting.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: DM 139	<input type="checkbox"/> Prerequisite	X Corequisite	<input type="checkbox"/> pre/co
course prefix & number: DM 105	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Perform the duties of a dietary manager to evaluate, document and implement dietary orders as part of patient or resident care. 2. Professionally communicate with dietitians, nurses, nurse aides and family members and others involved in care regarding patient's (or resident's) food preferences and food consumption priorities.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Evaluate effectiveness of a care plan. 2. Calculate calorie needs utilizing BMR and activity factor. 3. Calculate BEE, RDA and BMI. 4. Interpret weight changes. 5. Confirm meal intake. 6. Monitor blood glucose values of clients/residents with diabetes. 7. Follow up problems to ensure impact of documentation. 8. Discuss where the purpose and type of information typically documented and where documentation is kept. 9. Locate section in medical record for nutritional care interventions. 10. Practice interviewing clients, family members and health professionals. 11. Follow up problems to ensure impact of documentation. 12. Locate section in medical record for nutritional care interventions. 13. Practice interviewing clients, family members and health professionals. 14. Identify the potentially hazardous foods from the facility menu. 15. Create a HACCP plan for one recipe containing potentially hazardous food. 16. Identify types of cleaners in the lab.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Completion of hours 2. Assignments

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> 1. Identify clients needing nutritional intervention and the appropriate diet to meet special needs 2. Match food items identified with patient preference and diet restrictions following that meet regulations regarding food substitutions. 3. Describe the role of dietary manager in interpreting nutrition data 4. Discuss where the purpose and type of information typically documented and where documentation is kept 5. Implement a food safety system that addresses crisis management 6. Evaluate how biological illness might occur in a own facility. 7. Verify safe water, plumbing and waste systems 8. Use HACCP as a tool to perform effective monitoring, corrective action and record-keeping systems for HACCP activities 9. Investigate toxic material compliance 10. Manage physical facilities to ensure compliance with safety and sanitation regulation
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Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Nutrition intervention and adequacy along with food safety are skills required for the role of dietary manager.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input 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):	Dietary Manager	# credit: 17
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	A dietary manager needs to effectively communicate with an RD the clients' eating behaviors in order to ensure delivery of nutrition care as recommended by the dietitian. How to document and interpret medical data should be practiced while under close supervision and guidance during learning.	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input 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 type="checkbox"/> other (explain) Field experience with assignments turned in and discussed in DM 139.
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

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

Tess Weir	Teresa.weir15	02/01/2012
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	02/01/2012

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Criminal Justice	Submitter name phone and email	Jim Parks 971-722-5236 jparks@pcc.edu
Prefix and Course Number:	CJA 235	Credits:	3
Course Title: (60 characters max)	Transportation & Border Security	Transcript Title (30 characters max)	Transp. and Border Security
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A		
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Provides an in-depth view of modern border and transportation security. Includes security for seaports, ships, aircraft, trains, trucks, pipelines, buses, etc. Focuses on the technology needed to detect terrorists and their weapons. Covers related legal, economic, political and cultural issues.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CJA 111 & WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Help prevent damage to people and property by weapons of mass destruction through enhanced intelligence gathering to learn identities of terrorist groups and individuals as well as their motives, planned actions, targets, weapon and timing. • Properly screen individuals and property at border crossings to interdict contraband or those attempting to enter the United States unlawfully. • Assess, evaluate and properly respond to security related issues involving transportation safety.
Course activities and design: (from CCOG)	Activities may include lecture, video, guest speakers, threat assessment exercises and roll-play.
Outcomes assessment strategies: (from CCOG)	Methods of assessment <i>may</i> include the following: written examinations, quizzes, class participation and discussion, role playing scenario participation, feedback assessment, diagramming of a crisis incident, oral presentations and small group activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Agencies affiliated with Border and Transportation Security Historical timelines reflecting terrorist threats General vulnerabilities Countering threats Supply chain logistics Communications skills Threat evaluation Screening individuals and property

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.	Develop Homeland Security curriculum	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):	AAS Criminal Justice	# credit:95
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:	Will be an elective	

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

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

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

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
Jim Parks	jparks@pcc.edu	1/30/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	1/30/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Medical Professions	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	MP 140	Proposed prefix and number	MP 140
Current course title	Introduction to Health Law and Professional Standards	Proposed title (60 characters max)	Introduction to Health Law and Ethics
# Credits	3	Proposed transcript title (30 characters max)	Intro to Health Law and Ethics
Reason for title change	More accurately reflects course content		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the legal aspects, code of ethics and policy issues relevant to allied health. Emphasizes confidential communication, advanced directives, consents, professional liability, medical malpractice, release of information, case studies and the professional code of ethics. Includes the	No change

concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries.	
Reason for change	n/a

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Apply applicable federal, state, and local laws and Centers for Medicare and Medicaid regulations to the health care environment. 2. Release patient-specific data to authorized users and request patient specific information from other sources. 3. Apply legal requirements of acceptable methods for complete and timely documentation and authentication of entries to the medical record. 4. Maintain ethical tenets of a healthcare professional and act in an ethical manner. 5. Maintain an awareness and understanding of federal and state health care legislation and regulations. 6. Use an understanding of the legal ramifications of codes of ethics violations.	n/a
Reason for change	n/a

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanne Harrais	jmharris@pcc.edu	1/25/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	1/25/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Career Guidance and College Success	Submitter name Phone Email	Stedman Bailey 7178 sburroug@pcc.edu
Current prefix and number	CG100a	Proposed prefix and number	CG100
Current course title	College Survival and Success	Proposed title (60 characters max)	College Survival and Success
# Credits	3	Proposed transcript title (30 characters max)	College Survival and Success
Reason for title change	Presupposing the passage of CG101-103 as a new course sequence, equivalent to CG100, the course will no longer be offered as variable credit.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides information and techniques on time and money management, motivation, and goal-setting for college success. Develop skills in communicating in a culturally diverse learning environment and accessing online and in- person college	Provides information and techniques for time, money and self-management, including motivation, goal setting, and accepting personal responsibility for college success. Includes developing skills for navigating a culturally diverse learning environment and utilizing college resources and services.

resources and services.	Completion of CG 100 is equivalent to CG 101- 102 – 103.
Reason for change	Some slight changes to language to simplify course description as well as acknowledgment that the course is equivalent to completion of proposed new sequence of CG 101-102-103.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Utilize effective motivational strategies and goal-setting tools. 2. Demonstrate responsible behavior in a learning environment. 3. Develop a one-year academic plan. 4. Apply principles of time management. 5. Demonstrate understanding of diversity and cultural differences. 6. Develop and monitor a responsible college money management plan. 7. Use PCC online services to access effectively college resources and policies. 8. Access student services appropriately. 9. Understand college degree options. 10. Demonstrate effective student-instructor and peer communication. 	<ol style="list-style-type: none"> 1. Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals. 2. Apply effective motivational strategies and goal setting tools to academic and personal life. 3. Communicate and participate responsibly in order to navigate college systems 4. Make informed choices regarding time, money, and self-management. 5. Use college resources and policies to determine and implement academic decisions. 6. Incorporate awareness of diversity and cultural differences to participate fully in college and community.
Reason for change	To simplify and clarify outcomes according to current standards.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Sonya Bedient or Karen Paez	sonya.bedient@pcc.edu karen.paez@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Katy Ho	Kho@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	CG	Submitter name	Sonya Bedient
		Phone	4542
		Email	sonya.bedient@pcc.edu
Current prefix and number	CG 225	Proposed prefix and number	
Current course title	Transfer to a Four Year College	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	Trans to a Four Year College
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Transfer to a Four Year College Provides students planning to transfer to a four-year college with an understanding of the various processes, requirements, and	Explores the planning of transferring to a four-year college. Includes the various processes, requirements, and issues that impact successful transitions. Provides strategies and information critical to academic development and adjustment to the four-year college system. Prerequisite: Placement into WR 115 and RD 115.

<p>issues that impact successful transitions. Provides strategies and information critical to both academic development and adjustment to the four-year college system. Prerequisite: Placement into WR 115 and RD 115.</p>	
Reason for change	General clean up and a minor change to begin with a verb for the first sentence.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon completion of this course, students will be able to:</p> <p>A. Develop and continually assess academic plan to facilitate transfer to a 4 year school</p> <p>B. Choose a four year school and program based on personal criteria</p> <p>C. Locate and employ financial resources to fund education at a four year college</p> <p>D. Identify, locate and utilize resources and services needed for college success at a four year school</p> <p>E. Transition from a Community College to a four-year school</p>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop and continually assess academic plan to facilitate transfer to a 4 year school. 2. Locate information to determine applicability of Lower Division Collegiate courses to prerequisites and admission requirements for undergraduate, graduate, and pre-professional programs 3. Choose a four year school and program based on personal criteria 4. Locate and employ financial resources to fund education at a four year college 5. Locate and utilize resources and services needed for college success at a four year school 6. Transfer to a four-year school

Reason for change	Update of outcomes to reflect what is being taught in the 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

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

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

☐ Placement into: .

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

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

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

☐ Placement into: .

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

☐ yes
☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Sonya Bedient	sonya.bedient@pcc.edu	02/10/12
SAC Administrative Liaison (type name)	Email	Date
Katy Ho	kho@pcc.edu	2/14/2012

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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Career Guidance and College Success	Submitter name Phone Email	Stedman Bailey 7178 sburroug@pcc.edu
Course Prefix and Number:	CG101	# Credits:	1
Course Title: (60 characters max)	College Survival and Success: Personal Responsibility	Transcript Title (30 characters max)	Col. Surv.& Success:Pers.Res.
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 10-12 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides information and techniques for personal responsibility as a means for creating college success. Introduces developing skills for navigating a culturally diverse learning environment and utilizing college resources and services. First course in a series (CG 101-103). Completion of CG 101-102-103 is equivalent to CG 100.		

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

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain	Entry Level College Success Course – The course activities and design allows for multiple learning strategies to be employed. This makes the course accessible to students at a variety of reading, writing and reasoning levels.		

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals. 2. Communicate and participate responsibly in order to navigate college systems. 3. Use college resources and policies to determine and implement academic decisions. 4. Incorporate awareness of diversity and cultural differences to participate fully in college and community.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Physically visit or search online to find out where college resources are located on campus and learn what they have to offer students. 2. Identify expectations in college environment as they relate to syllabus, attendance, assignments, communication with college personnel and peers. 3. Introduce the concept and language of accepting personal responsibility (locus of control). 4. Incorporate awareness of diversity and cultural differences through case studies, simulations, video & discussion, and guest speakers.
Outcomes assessment strategies:	<ol style="list-style-type: none"> 1. Assess students' ability to access resources and use them effectively (via a worksheet, quiz, presentation, etc.). 2. Assess students' writings, interactions, and/ or oral presentations for use of the language of responsibility 3. Assess students' understanding of how one's identity impacts others through use of journals, activities, and discussion. 4. Assess students' ability to reflect on issues of diversity and cultural differences through use of journals, activities, and discussion.
Course Content:	College calendar College catalog

Themes, Concepts, Issues and Skills: (from CCOG)	College course planning guide Classroom behavior and etiquette Importance of course syllabus Student rights and responsibilities College grading Important dates and deadlines Paying for college Distance learning, i.e. Web CT Online services, i.e. MyPCC, Grad Plan, Panther Tracks College/campus resources: multicultural center, women's resource center, TRIO, computer labs, math lab, College Success Center, writing lab Student services: financial aid, advising, counseling, career resource center, job placement, cooperative education College policies Coping with transition
Reason for the new course	Replaces variable credit versions of CG100 (sections b and c). Breaks CG100 into 3 uniform courses to better accommodate beginning student course-loads while allowing students to experience the depth of information available in the 3 credit course. Completion of CG101-102-103 will be equivalent to completion of CG100.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	PSU, U of O, OIT, SOU, WOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other – "Parent" course (CG100) and current variable credit versions (CG100b-c) successfully transfer credit-for-credit as LDC electives
Identify comparables at Oregon schools	Clackamas CC and MHCC HD100; CG100 Chemeketa CC
Is General Education or Cultural Diversity designation being sought at	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No known conflicts or problematic over-laps with other courses exist.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NA
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Sonya Bedient or Karen Paez	sonya.bedient@pcc.edu karen.paez@pcc.edu

SAC Administrative Liaison	Email
Katy Ho	kho@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Career Guidance and College Success	Submitter name Phone Email	Stedman Bailey 7178 sburroug@pcc.edu
Course Prefix and Number:	CG102	# Credits:	1
Course Title: (60 characters max)	College Survival and Success: Goal Setting	Transcript Title (30 characters max)	Col. Surv.& Success:Goal Set.
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 10-12 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides information on the role of goal-setting as a means for creating college success. Continues to develop skills for navigating a culturally diverse learning environment and for utilizing college resources and services. Second course in the series (CG101-103). Prerequisite: CG101. Completion of CG 101-102-103 is equivalent to CG 100.		

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

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CG101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain	Entry Level College Success Course – The course activities and design allows for multiple learning strategies to be employed. This makes the course accessible to students at a variety of reading, writing and reasoning levels.		

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Use concepts of goal setting to achieve academic and personal success. 2. Identify personal values and how they relate to goal setting and motivation. 3. Understand and employ motivational strategies to achieve academic and personal success 4. Incorporate awareness of diversity and cultural differences to participate fully in college and community.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Apply a goal setting model and motivational strategies to create short-term & long-term goals with action plans. 2. Use student resources to create a year-long academic plan. 3. Incorporate awareness of diversity and cultural differences through case studies, simulations, video & discussion, and guest speakers.
Outcomes assessment strategies:	<ol style="list-style-type: none"> 1. Have students identify their levels of confidence in their academic plans and identify resources they will need to remain confident in their plans. 2. Assess student goals for specificity, concreteness, and balance between level of challenge and level of achievability. 3. Assess students' ability to reflect on issues of diversity and cultural differences through use of journals, activities, and discussion. 4. Assess students' ability to access resources and use them effectively (via a worksheet, quiz, presentation, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Academic planning and goal setting College calendar College catalog College course planning guide Important dates and deadlines Paying for college

	<p>Managing and creating positive relationships in a diverse college environment</p> <p>College/campus resources: multicultural center, women's resource center, TRIO, computer labs, math lab, College Success Center, writing lab</p> <p>Student services: financial aid, advising, counseling, career resource center, job placement, cooperative education</p> <p>College policies</p> <p>Motivational strategies</p> <p>Power of goal-setting</p>
Reason for the new course	Replaces variable credit versions of CG100 (sections b and c). Breaks CG100 into 3 uniform courses to better accommodate beginning student course-loads while allowing students to experience the depth of information available in the 3 credit course. Completion of CG101-102-103 will be equivalent to completion of CG100.

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	PSU, U of O, OIT, SOU, WOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other – "Parent" course (CG100) and current variable credit versions (CG100b-c) successfully transfer credit-for-credit as LDC electives
Identify comparables at Oregon schools	Clackamas CC and MHCC HD100; CG100 Chemeketa CC
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

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

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# 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.	NA	

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.	The CG SAC is aware of the proposed courses and course changes and voted to move forward with the creation of the courses. No known conflicts or problematic over-laps with other courses exist.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NA
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Sonya Bedient or Karen Paez	sonya.bedient@pcc.edu karen.paez@pcc.edu
SAC Administrative Liaison	Email
Katy Ho	kho@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Career Guidance and College Success	Submitter name Phone Email	Stedman Bailey 7178 sburroug@pcc.edu
Course Prefix and Number:	CG103	# Credits:	1
Course Title: (60 characters max)	College Survival and Success: Self-Management	Transcript Title (30 characters max)	Col.Surv.& Success:Self Mngmnt
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 10-12 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Focuses on the role of self-management as a means for creating college success. Continues to develop skills for navigating a culturally diverse learning environment and accessing college resources and services. Third course in a series (CG101-103). Prerequisite: CG101. Completion of CG 101-102-103 is equivalent to CG 100.		

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number: CG101

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

Entry Level College Success Course – The course activities and design allows for multiple learning strategies to be employed. This makes the course accessible to students at a variety of reading, writing and reasoning levels.

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

Learning Outcomes:
(Use observable and measurable verbs)

1. Use concepts of self-management, time management, and money management to achieve academic and personal goals.
2. Employ stress management techniques to achieve academic and personal success.
3. Incorporate awareness of diversity and cultural differences to participate fully in college and community.

Course activities and design:
(from CCOG)

1. Use student resources to create a year-long academic plan.
2. Apply a decision-making model to academic choices.
3. Create a financial budget and a time budget.
4. Incorporate awareness of diversity and cultural differences through case studies, simulations, video & discussion, and guest speakers.

Outcomes assessment strategies:

1. Assess students' ability to access resources and use them effectively (via a worksheet, quiz, presentation, etc.).
2. Assess students' ability to apply a decision-making model, identify a problem, generate solutions, apply solution(s) and assess outcome.
3. Assess students' ability to apply self-management tools for use in managing resources (money, time, etc.).
4. Assess students' ability to reflect on issues of diversity and cultural differences through use of journals, activities, and discussion.

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

Academic planning and goal setting
College calendar
Important dates and deadlines
Paying for college
Managing and creating positive relationships in a diverse college environment
College/campus resources: multicultural center, women's resource center, TRIO, computer labs,

	math lab, College Success Center, writing lab Student services: financial aid, advising, counseling, career resource center, job placement, cooperative education College policies
Reason for the new course	Replaces variable credit versions of CG100 (sections b and c). Breaks CG100 into 3 uniform courses to better accommodate beginning student course-loads while allowing students to experience the depth of information available in the 3 credit course. Completion of CG101-102-103 will be equivalent to completion of CG100.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	PSU, U of O, OIT, SOU, WOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other – "Parent" course (CG100) and current variable credit versions (CG100b-c) successfully transfer credit-for-credit as LDC electives
Identify comparables at Oregon schools	Clackamas CC and MHCC HD100; CG100 Chemeketa CC
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No known conflicts or problematic over-laps with other courses exist.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NA
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Sonya Bedient or Karen Paez	sonya.bedient@pcc.edu karen.paez@pcc.edu
SAC Administrative Liaison	Email
Katy Ho	kho@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	CIS	Submitter name phone and email	Dan Dougherty 4824; ddougher@pcc.edu
Prefix and Course Number:	CIS 135a	Credits:	4
Course Title: (60 characters max)	Application Development with Agile\Scrum	Transcript Title (30 characters max)	Development with Agile\Scrum
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 0 Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Introduces core concepts of Agile development and Scrum in the software development life cycle. Compares Agile to the more popular waterfall approach of software development. Introduces topics for working in an agile environment as a Scrum Developer, Scrum Master or Scrum Product Owner, the entire Scrum process and artifacts. Additional lab hours may be required. Prerequisites: CIS 120, CIS 122. Or instructor approval			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: CIS 122

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: CIS 120

☒ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

- Execute Scrum meetings to plan Scrum Sprints
- Define, Prioritize and estimate Scrum backlog Items
- Ensure estimate accuracy by using point sizes and planning poker
- Track Scrum projects by utilizing daily stand up meetings and burn down charts
- Continually improve project efficiency by implementing sprint retrospective meetings
- Incorporate user feedback by running sprint review meetings

Course activities and design: **(from CCOG)**

Course will utilize a seminar style course where instructor leads class through a series of hands on exercises and discussions. Students will be encouraged to challenge and question the content of the course as healthy debate is considered beneficial to the course.

Lectures and labs will be augmented with book readings, in class exercises, online content and guest speakers.

Outcomes assessment strategies: **(from CCOG)**

Students will be assessed by having them demonstrate the various techniques of Agile and Scrum during in class exercises. Each student will be asked to create the various Scrum artifacts during class exercises and then will be asked to present their deliverables to the class.

Students will be required to run “Mini-Scrum projects” during in class exercises and will need to demonstrate the ability to deliver project deliverables as required by instructor.

The ability to demonstrate Scrum techniques to the instructor and to the class will be crucial for student success.

Artifacts that students will be required to create and/or to present include:

- User Stories
- Backlog items with point size estimates
- Task lists with hourly size estimates
- Estimate worksheets with weighted average hour estimates for risk planning
- Burndown charts
- Velocity and Capacity estimates
- Planning sessions
- Retrospectives

	<ul style="list-style-type: none"> • Sprint Reviews
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Focus on using Agile Processes and Scrum to manage software Projects. Focus on time to market, increasing return on investment, responding to change and involving customer in the development process. Compare and contrast agile vs waterfall methods and discuss when each process might be superior.

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.	This was developed at the suggestion of our CIS advisory committee. Agile is becoming the standard methodology for IT development.	
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):	Computer Information System One Year Certificate	# credit: 46
Name of degree(s):	Computer Information System AAS degree	# credit: 84
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input 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 other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

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:	CIS		Submitter name phone and email Dan Dougherty 4824; ddougher@pcc.edu
Prefix and Course Number:	CIS 135m		Credits: 4
Course Title: (60 characters max)	Mobile Application Programming		Transcript Title (30 characters max) Mobile Application Programming
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 0 Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply		Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Covers building mobile applications using existing programming languages such as JavaScript, Java, PHP, and third party mobile application development tools. Includes developing simple applications that could run on mobile devices. Covers mobile devices application development phases, terminologies, application design, and coding. Sharpens programming skills in application development.			

Prerequisite – CIS 122 or instructor permission

Addendum to course description:

This is the first course in the Mobile Application Programming sequence

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:		
course prefix & number: CIS 122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Develop mobile applications using third party application tools • Modify and test existing applications for mobile use • Design, customize and enhance mobile applications • Modify existing mobile apps for better performance
Course activities and design: (from CCOG)	Lab Assignments
Outcomes assessment strategies: (from CCOG)	Completion of labs on Mobile Applications, Quizzes /Tests
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Developing basic skills of Mobile Devices <ul style="list-style-type: none"> • Apply tools available for Mobile Programming • Access available controllers for Mobile applications • Modify the existing codes • Debug faulty codes

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.

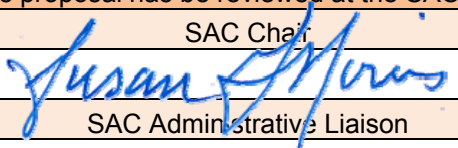
Rationale for the new course.	This was developed at the suggestion of our CIS advisory committee. Mobile application development is a fast growing area of programming.
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Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Computer Information System One Year Certificate	# credit: 46
Name of degree(s):	Computer Information System AAS degree	# credit: 84
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input 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 other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	

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

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
	snorris@pcc.edu	12-5-2011
SAC Administrative Liaison	Email	Date

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:	CIS	Submitter name phone and email	Dan Dougherty 4824; ddougher@pcc.edu
Prefix and Course Number:	CIS 133w	Credits:	4
Course Title: (60 characters max)	JavaScript for Web Developers	Transcript Title (30 characters max)	JavaScript for Web Developers
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 0 Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply		Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Employs fundamental programming concepts to build practical, real-world web applications using JavaScript. Covers building websites that handle user events to manipulate page content on-the-fly, opening the door to a plethora of dynamic techniques that only JavaScript can provide. Includes an introduction to jQuery. Prerequisites: CIS 122 and CAS215 or instructor permission.			

Addendum to course description:

This is the first course in the JavaScript web development sequence.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input checked="" type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CIS 122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: CAS 215	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Develop dynamic websites using JavaScript techniques, along with HTML and CSS. • Upload, test, and deploy websites. • Employ fundamental programming concepts to construct real world web applications
Course activities and design: (from CCOG)	[intentionally left blank]
Outcomes assessment strategies: (from CCOG)	Assessments may include: <ul style="list-style-type: none"> • Completion of a multi-page websites implementing a variety of JavaScript techniques • Tests and/or quizzes
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • Understand and employ JavaScript in webpages • Understand and employ fundamental programming concepts, including: <ul style="list-style-type: none"> ♦ Variables and variable scope ♦ Event handling ♦ Functions and parameters ♦ String manipulation ♦ If statements ♦ Looping ♦ Arrays ♦ Objects, including properties, methods, and events • The Document Object Model • Access and manipulate web page elements • Forms, including form validation and submission • Debug code by utilizing the latest web debugging tools • Build browser-independent websites

	<ul style="list-style-type: none"> • Understand W3C standards • Understand and implement good habits, techniques, and best practices in web development and design • Utilize DHTML for interactive websites • Upload, test, and deploy websites • Leverage 3rd-party libraries to simplify implementation of complex functionality. • Submit a form to or use 3rd-party library to call a web service and process the result.
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Section #2 Function of the new course within an existing and/or new program(s)

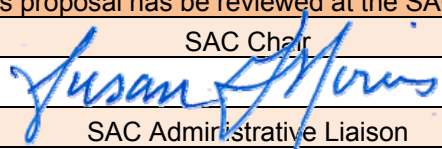
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	Web courses were developed in CIS and CAS in a haphazard manner with frequent overlaps of material. This course was developed in cooperation with CAS to distinguish it from their JavaScript course, CAS 213. It also falls in line with other CIS133 courses currently being taught in the CIS department	
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):	Computer Information System One Year Certificate	# credit: 46
Name of degree(s):	Computer Information System AAS degree	# credit: 94
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input 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 other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	Yes We have discussed this with CAS who will be using it in their web degree
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	Yes We have worked with CAS to distinguish it from their CAS 213 class Their class will be oriented towards web designers and ours towards web developers
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	Other than above, no
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	Other than above, no
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
	snorris@pcc.edu	12-5-2011
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Early Education and Family Studies	Submitter name	Andrew Forshee
		Phone	971-722-4027
		Email	andrew.forshee15@pcc.edu
Current prefix and number	ECE 133	Proposed prefix and number	
Current course title	Practicum I	Proposed title (60 characters max)	Practicum 1
Reason for title change	Moving from Roman numerical order to Arabic numbering.	Proposed transcript title (30 characters max)	Practicum 1

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

Current Description	Proposed Description
Practicum I Develops skills in working with infants/toddlers in a group setting in the PCC Child Care Center. Includes using developmentally appropriate methods in recognizing and providing a safe and sanitary environment; using positive guidance techniques; supporting language development, and planning a schedule and curriculum. Prerequisites: ECE 120 and ECE 121.	Covers developing beginning level skills for working with children ages birth – 5 in a group setting. Includes the use of developmentally appropriate methods in recognizing and providing safe, responsive, and sanitary environments; using beginning-level guidance strategies; and acclimating to the field of early education. Prerequisites: ECE 120, ECE 121, WR 90 (or equivalent placement score). Corequisites: ECE 130

Reason for change	Practicum sequencing change from 3-levels of practica to 5 levels of practica as a means to comply with the requirements of, PCC registration and federal financial aid guidelines.
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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
<ol style="list-style-type: none"> 1. Demonstrate Practicum I Competencies as specified in the Competencies for the Early Childhood Certificate. 2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to work with children under the support and supervision of a lead teacher. 	<ol style="list-style-type: none"> 1. Use and understanding of children's characteristics and needs, from birth through age 5, in order to provide appropriate care and education. 2. Respond to children using an understanding of diverse family and community characteristics. 3. Use appropriate observation, documentation, and other assessment tools and approaches to support the development of children. 4. Engage in continuous, collaborative learning to inform practice.

Reason for change	Practicum sequencing change from 3 levels of practica to 5 levels as a means to comply with requirements of PCC registrar and federal financial aid guidelines.
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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: ECE 120 and ECE 121 (with a “C” or better)	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 130 (instructor permission)	<input type="checkbox"/> Prerequisite	<input checked="" 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: WR 90 or equivalent placement test score, ECE 120, ECE 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 130 (instructor permission)	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Forshee	andrew.forshee15@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Early Education & Family Studies	Submitter name	Andrew Forshee
		Phone	971-722-4027
		Email	andrew.forshee15@pcc.edu
Current prefix and number	ECE 134	Proposed prefix and number	
Current course title	Practicum II	Proposed title (60 characters max)	Practicum 2
Reason for title change	Moving from Roman numerical order to Arabic numbering.	Proposed transcript title (30 characters max)	Practicum 2

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

Current Description	Proposed Description
Practicum II Develops skills in supervision of children in a group setting in the PCC Child Care Center. Includes using developmentally appropriate methods in recognizing and providing a safe and sanitary environment; using positive guidance techniques; supporting language development; supporting and planning a schedule and curriculum. Prerequisites: ECE 133 and ECE 122.	Covers development of basic intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution; schedule and routine planning; fundamental curriculum development; and environmental modification. Prerequisites: ECE 133, ECE122. Corequisite: ECE 130, HE 262

Reason for change	Practicum sequencing change from 3 levels of practica to 5 levels as a means to comply with requirements of PCC registrar and federal financial aide guidelines.
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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>1. Demonstrate Practicum II Competencies as specified in the Competencies for the Early Childhood Certificate.</p> <p>2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to work with children under the support and supervision of a lead teacher to guide behavior, plan and implement curriculum, and manage the early childhood environment.</p>	<p>1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children.</p> <p>2. Use an understanding of the goals, benefits, and uses of assessment, for the development of appropriate goals, curriculum, and teaching strategies for young children.</p> <p>3. Develop positive relationships and supportive interactions with young children in an early childhood environment.</p> <p>4. Reflect on personal caregiving practices in order to promote positive outcomes for each child.</p>

Reason for change	Practicum sequencing change from 3 levels of practica to 5 levels of practica as a means to align with current associate-level professional standards in early education.
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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: ECE 130	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 122, ECE 133	<input checked="" 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: ECE 130, HEC 262	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 122, ECE 133	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Forshee	andrew.forshee15@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Early Education & Family Studies	Submitter name phone and email	Andrew Forshee 971-722-4027 andrew.forshee15@pcc.edu
Prefix and Course Number:	ECE 135	Credits:	3
Course Title: (60 characters max)	Practicum 3	Transcript Title (30 characters max)	Practicum 3
Can this class be repeated? PCC default is 0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 1	Contact hours: PER TERM Lecture: Lec/lab: Lab: 90 hrs per term
If the course is repeatable then provide a compelling argument.		Given the "open entry" nature of our program, some students may find more advanced coursework challenging for a variety of reasons (i.e., English as an additional language, reading comprehension, teaching skills are underdeveloped, etc.). Students may need an extra term to master more advanced intermediate practice-based skills.	
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Covers the development of advanced intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally and culturally appropriate methods to support guidance and conflict resolution; development, implementation, and evaluation of environments and curriculum; and facilitation of classroom management. Prerequisites: ECE 134, ECE 123. Pre/Corequisites: ECE 124, HEC 201			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ECE 130, ECE 124, HEC 201	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ECE 134, ECE 123	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Understand the multiple influences on early development and learning in order to support young children and families. 2. Support the engagement of families and communities in the education of young children through respectful, reciprocal relationships. 3. Use assessment partnerships with families and with professional colleagues to build effective learning environments for young children. 4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children’s learning. 5. Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for individual children. 6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth – 5 years.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1. Prepare mid-term and final self evaluations of progress on the Associate Standards for Early Childhood Professional Preparation. 2. Attend Mid-term and final conferences with the mentoring team (viz., supervising faculty and mentor teacher) to review progress on the Associate Standards. 3. Engaging in the activities and tasks related to the Practicum 3 Module. 4. Create a developmental portfolio documenting integration and achievement of the Practicum 3 level Associate Standards for Early Childhood Professional Preparation.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Complete mid-term and final self evaluations of progress on the Associate Standards for Early Childhood Professional Preparation. • Participate in mid-term and final conferences with the mentoring team (viz., supervising faculty and mentor teacher) to review progress on the Associate Standards.

	<ul style="list-style-type: none"> • Complete all tasks and activities related to the Practicum 3 Module. • Compile and present a developmental portfolio documenting integration and achievement of the Associate Standards for Early Childhood Professional Preparation for Practicum 3.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Students will acquire and demonstrate skills and abilities relating to the following Associate Standards for Early Childhood Professional Preparation:</p> <ul style="list-style-type: none"> • Promoting Child Development and Learning • Building Family and Community Relationships • Observing, Documenting, and Assessing to Support Young Children and Families • Teaching and Learning • Becoming a Professional

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.	Practicum sequencing change from 3 levels of practica to 5 levels as a means to comply with requirements of PCC registrar and federal financial aid guidelines.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Early Education & Family Studies Certificate	# credit: Minimum 39
Name of degree(s):	Early Education & Family Studies AAS Degree	# credit: Minimum 92
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this	Not as a standalone course, but as part of the AAS degree.

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

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Forshee	andrew.forshee15@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date