

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
April 3, 2012
Sylvania CC, Conference Rm B

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

Experimental Courses:

HON 199 – Capstones in the Community

Course Inactivation:

None

Available Grading Option:

BI 101H – General Biology: Honors – changed to A-F only

Old Business:

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

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

New Business:

621. MRI 130 – MR Imaging Procedures and Diagnosis
Course Revision – Req

622. MRI 140 – MR Registry Review
Course Revision – Req

623. GT 104 – Electrical Systems Troubleshooting I
Contact/Credit Hour Change

624. GT 110 – Workplace Communications
Contact/Credit Hour Change

625. GT 113 – Fluid Power
Contact/Credit Hour Change

626. MUS 131 – Group Vocal
Course Revision – Des, Out

627. MUS 131 – Group Vocal
Contact/Credit Hour Change

628. ECE 264 – Advanced Practicum
Title, Des, Out, Req

629. ECE 265 – Practicum 5
New Course

630. LIB 101 – Library Research and Beyond: Find, Select and Cite
Course Revision – Des, Out, Req

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>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			
<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>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			
<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</p>			<input type="checkbox"/> yes

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

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Medical Imaging - MRI	Submitter name Phone Email	Virginia Vanderford, ext. 4907 971-722-4907
Current prefix and number	MRI 130	Proposed prefix and number	
Current course title	MR Imaging Procedures and Diagnosis	Proposed title (60 characters max)	
# Credits		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)
Correlates and compares the normal appearance of anatomy in all body sections with pathologic findings. Discussion to include comparisons of T1 vs T2 imaging techniques as they correlate to imaging protocols and diagnosis. The pathology section of the course is designed to give the student an in depth consideration of disease processes. Special	Correlates and compares the normal appearance of anatomy in all body sections with pathologic findings. Discussion to include comparisons of T1 vs T2 imaging techniques as they correlate to imaging protocols and diagnosis. The pathology section of the course is designed to give the student an in depth consideration of disease processes. Special equipment, fat suppression and coil considerations will be discussed in all sections. The role of

equipment, fat suppression and coil considerations will be discussed in all sections. The role of contrast agents in diagnosis will be discussed in all sections. Department permission required. Prerequisite: MRI 102, MRI 112, MRI 122	contrast agents in diagnosis will be discussed in all sections. Department permission required. Prerequisite: MRI 102, MRI 112, MRI 272
Reason for change	MRI 122 was changed to MRI 272

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, the student will be able to demonstrate knowledge or an understanding of:</p> <ul style="list-style-type: none"> A. Differentiate between normal and abnormal MR appearance of anatomy imaged in cross sectional planes in all body systems. B. Understand the role of sequence parameters, surface coils and contrast agents in MR diagnosis. C. Understand the disease processes effectively imaged with MR and the advanced imaging methods that are used to aid in diagnosis. 	No changes
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: MRI 102, MRI 112, MRI 122	<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: MRI 102, MRI 112, MRI 272	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Dawn Coakes	dcoakes@pcc.edu	03/13/12
SAC Administrative Liaison (type name)	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	03/13/12
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 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
- xx☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Medical Imaging - MRI	Submitter name Phone Email	Virginia Vanderford, ext. 4907 971-722-4907
Current prefix and number	MRI 140	Proposed prefix and number	
Current course title	MR Registry Review	Proposed title (60 characters max)	
# Credits		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)
Provides a comprehensive review of patient care, imaging procedures, data acquisition and processing and physical principles of image formation for magnetic resonance imaging. Department permission required. Prerequisites: MRI 102, MRI 112, MRI 122.	Provides a comprehensive review of patient care, imaging procedures, data acquisition and processing and physical principles of image formation for magnetic resonance imaging. Department permission required. Prerequisites: MRI 102, MRI 112, MRI 272.

Reason for change	MRI 122 has been changed to MRI 272
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon completion of this course, the student will be able to demonstrate knowledge or an understanding of:</p> <p>A All concepts of magnetic resonance imaging in preparation for the ARRT certification exam in Magnetic Resonance Imaging.</p> <p>B. MRI practice exams to prepare student for the ARRT exam.</p>	No changes

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

Current prerequisites, corequisites and concurrent

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: MRI 102, MRI 112, MRI 122

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: MRI 102, MRI 112, MRI 272

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Dawn Coakes	dcoakes@pcc.edu	03/13/12
SAC Administrative Liaison (type name)	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	03/13/12

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	CTE	Submitter name, phone, and email	Susan Lewis 541.506.6047 slewis@cgcc.cc.or.us
Course prefix and number	GT 104	Course title	Electrical Systems Troubleshooting I

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	1	Lecture	2
Lecture/Lab	2	Lecture/Lab	2
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	2	Total credits	3
Reason for change:	Instructor is requesting the contact hour change to better reflect the amount of content currently required for the course. As a result, there is no need to revise or add outcomes.		

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

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

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

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

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

<input checked="" type="checkbox"/> Yes	If yes, please explain	The lead college in the Oregon Green Tech Certificate consortium, Umpqua Community College, submitted the changes to the UCC Curriculum Committee and CCWD. Changes have been approved by all.
<input type="checkbox"/> No		

Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term Fall, 2012	

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	CTE	Submitter name, phone, and email	Susan Lewis 541.506.6047 slewis@cgcc.cc.or.us
Course prefix and number	GT 110	Course title	Workplace Communications

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	2	Lecture	3
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	2	Total credits	3
Reason for change:	Instructor is requesting the contact hour change to better reflect the amount of content currently required for the course. As a result, there is no need to revise or add outcomes.		

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

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

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

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

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

<input checked="" type="checkbox"/> Yes	If yes, please explain	The lead college in the Oregon Green Tech Certificate consortium, Umpqua Community College, submitted the changes to the UCC Curriculum Committee and CCWD. Changes have been approved by all.
<input type="checkbox"/> No		

Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact

on enrollment or content overlap?

☐ Yes

☒ No

If yes,
please
describe

Implementation
term

☐ Next available term after approval

☒ Specific term Fall, 2012

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	CTE	Submitter name, phone, and email	Susan Lewis 541.506.6047 slewis@cgcc.cc.or.us
Course prefix and number	GT 113	Course title	Fluid Power
Contact and Credit Hours •1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week •1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week •1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	1	Lecture	2
Lecture/Lab	2	Lecture/Lab	2
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	2	Total credits	3
Reason for change:	Instructor is requesting the contact hour change to better reflect the amount of content currently required for the course. As a result, there is no need to revise or add outcomes.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website		
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please explain	The lead college in the Oregon Green Tech Certificate consortium, Umpqua Community College, submitted the changes to the UCC Curriculum Committee and CCWD. Changes have been approved by all.	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term Fall, 2012

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Music	Submitter name Phone Email	John Mery
Current prefix and number	MUS131	Proposed prefix and number	
Current course title	Group Vocal	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Basic technique and theory of vocal proficiency necessary to develop individual ability in solo or ensemble settings. Students will learn to apply topics covered (including breath support, projection, phrasing, musical styles) to their own voices in solo repertoire. Audit available.	Covers basic technique and theory of vocal proficiency necessary to develop individual ability in solo or ensemble settings. Includes the application of breath support, projection, phrasing, and musical styles to support individual voices in solo repertoire. Audit available.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Material will be presented through lectures and discussions, as well as practical application of technical aspects of singing. Students will receive individual attention in solo repertoire, but instruction will primarily be directed at the group as a whole. □ □</p> <ul style="list-style-type: none"> • Students will be able to sing solo repertoire in front of an audience. • Students will be able to select repertoire appropriate to their own vocal range. • Students will know standard principles of performance etiquette • Students will know how to safely and effectively execute warm-up exercises and practice sessions. • Students will understand the physiological processes of vocalization and breath support. • Students will know the process involved in successfully learning a song • Students will know basic principles of vocal health. 	<p>Use an understanding of song structure to learn and perform vocal musical works</p> <p>Exhibit musicianship through application of vocal technique</p> <p>Use an understanding of vocal ranges and voice types in order to select suitable repertory</p> <p>Execute appropriate vocal performance practices in accordance with generally accepted stylistic standards</p>
Reason for change	Revised outcomes into current format. Increase in credit/contact hours in order to match other group music instruction courses.

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Rock Creek campus was contacted regarding the proposed credit/contact hour change. Chris Edwards (dean of Business and Humanities) and Jason Palmer (FT Music instructor) support the proposed change in contact hours.
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
John Mery	jmery@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Music	Submitter name, phone, and email	John Mery 4759 jmery@pcc.edu
Course prefix and number	MUS131	Course title	Group Vocal

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	1
Lecture/Lab	1	Lecture/Lab	1
Lab		Lab	
Total contact hours/term	20	Total contact hours/term	30
Total credits	1	Total credits	2

Reason for change: To match other group music instruction courses such as MUS191 Class Guitar and MUS191p Class Piano. Nature of course requires more contact hours per week. This will allow for group instruction, group performance and one-on-one instruction. Scope of outside study will be appropriately reflected in proposed change.

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	Rock Creek campus was contacted regarding the proposed credit/contact hour change. Chris Edwards (dean of Business and Humanities) and Jason Palmer (FT Music instructor) support the proposed change in contact hours.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Forshee 971-722-4027 andrew.forshee15@pcc.edu
Current prefix and number	ECE 264	Proposed prefix and number	ECE 264
Current course title	Advanced Practicum	Proposed title (60 characters max)	Practicum 4
# Credits	4.0	Proposed transcript title (30 characters max)	Practicum 4
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
Refine skills necessary for supporting the total development of children, ages 6 weeks to 6 years, in a group setting and to integrate child development theory and practice in two interdependent components:	Covers beginning advanced level skills necessary to work with children birth – 5 in a community field placement setting. Includes developmental theory, developmentally and culturally appropriate practices, and individualized methods to support guidance and

seminar and field work experience. Department permission required. Corequisite: ECE 260	conflict resolution. Covers the evaluation of environments and curriculum, building family and community relationships, and professionalism. Department permission. Prerequisite: ECE 135, HEC 226, ECE 221, WR 121, HE 112. Corequisites: ECE 260, ECE 200, ECE 234
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.

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
No data	<ol style="list-style-type: none"> 1. Use partnerships with families and with professional colleagues to build effective learning environments and assessments for young children. 2. Use effective caregiving strategies and tools to support the development and learning of young children, including appropriate uses of technology. 3. Support curriculum development for young children in the application of content knowledge and available resources in a variety of academic disciplines (language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies). 4. Involve oneself with the early childhood field in order to facilitate the development of community partnerships.
Reason for change	Updating CCOGs to comply with professional accreditation.

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 checked="" type="checkbox"/> Placement into: . All certificate level coursework completed.			
prefix & number: ECE 120, ECE 121, ECE 122, ECE 123, ECE 124, HEC 201, HE 262, HE 112, ECE 130, ECE 133, ECE 134	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 260	<input type="checkbox"/> Prerequisite	<input checked="" 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 checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . All certificate level coursework completed			
prefix & number: ECE 124, ECE 135, HE 262, HE 112, HEC 226, ECE 221, WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ECE 260, ECE 200, ECE 234	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. 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
Andrew Forshee	andrew.forshee15@pcc.edu	01/25/2012
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 265	Credits:	4
Course Title: (60 characters max)	Practicum 5	Transcript Title (30 characters max)	Practicum 5
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 1	Contact hours: PER TERM Lecture: Lec/lab: Lab: 120 hrs per term
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 advanced level skills to work with children birth – 5 in a community field placement setting. Includes developmental theory, developmentally and culturally appropriate practices, and individually responsive methods to support guidance and conflict resolution. Covers the development, implementation, and evaluation of environments and curriculum, classroom management, family and community relationships, professional frameworks and resources, and professionalism. Department permission. Prerequisite: ECE 264 Corequisite: ECE 260, ECE 224, ECE 236

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: ECE 264, ECE 200	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: ECE 260, ECE 224, ECE 236	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
Addendum to course description:	Recommended pre-or corequisite: ECE 236, ECE 224 Completion of Early Education & Family Studies Certificate required.		

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Support and engage families and communities through respectful, reciprocal relationships in early childhood environments. 2. Involve families and communities in young children’s development and learning. 3. Apply appropriate and responsible assessment to promote positive outcomes for each child. 4. Use central concepts, inquiry tools, and structures of content areas or academic disciplines to support young children’s learning. 5. Understand and follow ethical standards and other early childhood professional guidelines. 6. Apply principles of informed advocacy for young children and the early childhood profession.
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 5 Module. 4. Develop and publically present a final professional portfolio documenting integration and achievement of the 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. • Complete all tasks and activities related to the Practicum 5 Module. • Compile and publically present a final professional portfolio documenting integration and achievement of the Associate Standards for Early Childhood Professional Preparation.

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 • Using Developmentally Effective Approaches • Using Content Knowledge to Build Meaningful Curriculum • Becoming a Professional • Early Childhood Field Experiences.
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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.	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 type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Community Field Placement
Transferability: Will this course transfer to another academic	Not as a standalone course, but as part of the AAS degree.

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	01/25/2012
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	Library	Submitter name	Torie Scott
		Phone	5433
		Email	vscott@pcc.edu
Current prefix and number	LIB 101	Proposed prefix and number	LIB 101
Current course title	Library Research and Beyond	Proposed title (60 characters max)	Library Research and Beyond
# Credits	1	Proposed transcript title (30 characters max)	Library Research and Beyond
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)
Library Research and Beyond: Find, Select and Cite. Provides an overview of the research process, and helps students build	Find, select and cite the best information. Introduces the research process and essential research skills. Students will identify their research topic, plan and

essential research skills. Students will identify their research topic, plan and carry out their research process, and identify and cite preferred sources of credible information on their topics.	carry out their research process, and identify and cite preferred sources of credible information on their topics.
Reason for change	To comply with recommended wording.

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. Explore problems by examining research in order to think creatively and critically. 2. Use library services in order to make informed decisions based on data. 3. Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship.	1. Locate, evaluate and select pertinent information in order to make informed decisions based on data. 2. Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship, and develop professional competence.
Reason for change	Outcome #1 was both too vague and too advanced for LIB 101. Outcome #2 was changed to make it more specific and descriptive. Outcome #3 added “professional competence” because that, in addition to scholarly competence, is one of the intended outcome.

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 checked="" type="checkbox"/> Placement into: . WR 115			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Torie Scott	vscott@pcc.edu	12/16/11
SAC Administrative Liaison (type name)	Email	Date
Donna Reed	Donna.reed@pcc.edu	12/16/11
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		