

CURRICULUM/GEN ED COMMITTEE  
 a standing committee of the Education Advisory Committee  
 Agenda  
 April 7, 2010  
 Sylvania CC, Conference Rm B

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

Experimental Courses:

MUS 199I - Music Improvisation  
 MUS 299E – Music, Film and Culture  
 MUS 299L – Introduction to the music of Latin America  
 MM 299G – Sound Seminar – Beyond Dialog  
 D 199O – East Coast Swing  
 D 199M – Conditioning for Dance

Course Inactivation:

None

Available Grading Option:

HIM 120 – Health Information Technology I Lab  
 HIM 286 – Data Management and Analysis I Lab  
 HIM 292 – Health Information Directed Practice I  
 HIM 107 – Ancillary Information Analysis Lab  
 HIM 274 – Quality Improvement in Healthcare Lab  
 HIM 293 – Health Information Directed Practice 2  
 HIM 276 – Classifications Systems Lab  
 HIM 277 – Health Information Management Lab

Old Business:

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

New Business:

251. D 177B – Hip Hop II  
 New Course

252. D 184 – Ballroom II  
 New Course

253. CG 112 – Stopping Test Anxiety  
 Course Revision – Title, Des, Out

254. CG 144 – Introduction to Assertiveness

Course Revision – Des, Out

255. CG 147 – Decision Making

Course Revision – Des, Out

256. CG 209 – Job Finding Skills

Course Revision - Out

257. CJA 116 – Juvenile Risk Assessment

New Course

258. MCH 290 – Mastercam Fundamentals Orientation

New Course

259. MCH 291 – Laser Cutting and Engraving Fundamentals

New Course

260. MCH 292 – FDM Additive Manufacturing Fundamentals Orientation

New Course

261. MCH 293 – CNC Router Fundamentals Orientation

New Course

262. MCH 294 – 3 Dimensional Digital Laser Scanning Fundamentals

New Course

263. CHN 201 – Second Year Chinese

New Course

264. CHN 202 – Second Year Chinese

New Course

265. CHN 203 – Second Year Chinese

266. HST 285 – The Holocaust

Course Revision – Out

267. HST 285 – The Holocaust

Course Designation – Cultural Literacy

268. AM 101 – Engine Repair I

Course Revision – title, des, req, out

269. AM 102 – Electrical Systems I

Course Revision - number, des, req, out

270. AM 103 – Engine Performance I

Course Revision – Number, des, req, out

271. AM 104 – Steering & Suspension Sys I

Course Revision – Title, des, req, out

272. AM 105 – Brake Systems I

Course Revision – Title, des, req, out

273. AM 106 – Heat & Air Conditioning System

Course Revision – Number, title, des, req, out

274. AM 107 – Manual Drive Train & Axles

Course Revision – Number, title, des, req, out

275. AM 108 – Intro to Automotive Systems I

Course Revision – Number, title, des, req, out

276. AM 112 – Electrical II

Course Revision – Number, title, des, req, out

277. AM 113 – Engine Performance II

Course Revision – Number, title, des, req, out

278. AM 115 – Brake Systems II

Course Revision – Title, des, req, out

279. AM 117 – Manual Drive train & Axles

Course Revision – Number, title, des, req, out

280. AM 122 – Electrical III

Course Revision – Number, title, des, req, out

281. AM 123 – Engine Performance III

Course Revision – Number, title, des, req, out

282. AM 127 – Auto Trans/Transaxle I

Course Revision – Number, title, des, req, out

283. AM 133 – Engine Performance IV

Course Revision – Number, title, des, req, out

284. AM 143 – Engine Performance V

Course Revision – Number, title, des, req, out

285. AM 153 – Engine Performance VI

Course Revision – Number, title, des, req, out

286. OST 101 – Occupational Skills Training

Course Revision – Des, out

287. OST 101 - Occupational Skills Training  
Related Instruction

288. PST 099 – On-the-Job Evaluation  
Course Revision – Number, des, out

289. PE 186E - Ballroom II  
New Course

290. PE 186S – Hip Hop II  
New Course

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Business Administration	Submitter name	Phil Seder
		Phone	X8274
		Email	Phillip.seder@pcc.edu
Current prefix and number	BA 237	Proposed prefix and number	Same
Current course title:	Fundamentals of Import/Export	Proposed title: (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title: (30 characters max)	<b>N/A</b>
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
N/A		N/A	

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

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

A sample of the general knowledge and skills which the student will gain include the following:

## 1.0 IMPORT/EXPORT MOTIVATIONS

### INSTRUCTIONAL GOAL:

The factors that motivate a business to import and export goods and services will be examined.

### OBJECTIVES:

- 1.1 Potential benefits from importing and exporting
- 1.2 International trade theories
- 1.3 Import/export behavior theories
- 1.4 Import/export development process

## 2.0 IMPORT/EXPORT MARKET SELECTION: STRATEGIES AND ASSESSMENT

**INSTRUCTIONAL GOAL:**

The process of assessing import and export market opportunities will be presented.

**OBJECTIVES:**

2.1 Market definition and segmentation

2.2 Market expansion strategies

2.3 Market selection strategies

2.4 Considerations affecting choice of market

2.5 Information for market selection

### 3.0 EXPORT STRATEGIES

**INSTRUCTIONAL GOAL:**

The process of developing an export strategy will be reviewed.

**OBJECTIVES:**

3.1 Making the export decision

3.2 The value of planning

3.3 The planning process and the result

3.4 Approaches to exporting

3.5 Export Advice

<p>3.5.1 Department of Commerce</p> <p>3.5.2 Department of State</p> <p>3.5.3 Other federal and state agencies</p> <p>3.5.4 Commercial banks</p> <p>3.5.5 Export intermediaries</p> <p>4.0 EXPORT ENTRY MODES</p> <p>INSTRUCTIONAL GOAL:</p> <p>The methods of exporting and channels of distribution will be examined.</p> <p>OBJECTIVES:</p> <p>4.1 Distribution considerations</p> <p>4.2 Indirect exporting</p> <p>4.3 Direct exporting</p> <p>5.0 EXPORT PRODUCT DECISIONS</p> <p>INSTRUCTIONAL GOAL:</p> <p>Various product decisions involved in export transactions will be explored.</p> <p>OBJECTIVES:</p>	
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- 5.1 Product preparation considerations
- 5.2 Product adaptation
- 5.3 Engineering and redesign
- 5.4 Branding, labeling, and packaging
- 5.5 Installation, warranties, and servicing

## 6.0 EXPORT REGULATIONS

### INSTRUCTIONAL GOAL:

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

### OBJECTIVES:

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

## 7.0 DOCUMENTATION, SHIPPING, AND LOGISTICS

### INSTRUCTIONAL GOAL:

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

### OBJECTIVES:

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

## 8.0 IMPORT PRODUCT DECISIONS

### INSTRUCTIONAL GOAL:

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

### OBJECTIVES:

- 8.1 Customs organization: Ports

of Entry 8.2 Entry of goods 8.2.1 Entry process 8.2.2 Examination of goods and entry documents 8.2.3 Commingling 8.3 Invoices 8.4 Assessment of duty 8.5 Classification and value 8.6 Country of origin marking 8.7 Special requirements 8.7.1 Prohibitions, restrictions, and U. S. Agency requirements 8.7.2 Import quotas	
Reason for change	Highlights addition of NASBITE Certified Global Business Professional domain knowledge in the course per PCCs Business in International Education grant and alerts future course instructors to the need to include that domain knowledge. Current outcomes are a multipage course outline. Modifies and abbreviates the outcomes to be actionable and measurable.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into: .	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into: .	
prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

**Section # 2 Department Review**

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

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

## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Performing Arts: Dance	Submitter:	Heidi Diaz
Course Prefix and Number:	D 177 B	Phone Email	503.977.4321 heidi.diaz@pcc.edu
Course Title: <small>60 characters max</small>	Hip Hop II	# Credits:	1
Transcript Title <small>(30 characters max)</small>	Hip Hop II	Contact hours <small>(refer to help guide if necessary)</small>	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes	Course Number and Title
		<input checked="" type="checkbox"/> No	
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>			
Course Description: <small>(field will expand as needed)</small>	Designed to continue the development of Hip Hop dance at an intermediate level with a focus on longer, more challenging phrases and performance aspects. Emphasis will be placed on the development of correct technique, strength and flexibility, musicality, and individual expression through movement. Course may be taken a total of three times for credit.		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

☐ Placement into:

☐ Placement into:

course prefix & number: D 177 or instructor approval

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Draw from Hip Hop dance skills to understand Hip Hop as a cultural phenomenon and how Hip Hop fits into the American culture.</li> <li>2. Use learned improvisational skills in order to promote creative problem solving.</li> <li>3. Create health and wellbeing via physical activity, self-expression, and group interaction.</li> </ol>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Outcome Assessment Strategies will include:</p> <ul style="list-style-type: none"> <li>• Attendance and participation</li> <li>• Creative Projects</li> <li>• Group or individual choreography</li> </ul> <p>Other Assessment Strategies may include:</p> <ul style="list-style-type: none"> <li>• Practical evaluation (exercises, floor work)</li> <li>• Group or individual choreography</li> <li>• Written exam to test knowledge of terminology and/or history</li> <li>• Research paper</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Structure</p> <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Isolations</li> <li>• Strengthening exercises and floor work prep</li> <li>• Locking or other upper body work</li> <li>• Skill development</li> <li>• Longer phrases and/or choreography</li> <li>• Improvisation</li> <li>• Cool down/stretch</li> </ul> <p>Movement</p> <ul style="list-style-type: none"> <li>• Axial and Locomotor movements</li> <li>• Ability to subdivide duple pulse, use accent, and syncopated rhythms</li> <li>• Isolations</li> <li>• Demonstrate different qualities of movement</li> <li>• Use waving, locking, and other arm gestures specific to Hip Hop vocabulary</li> <li>• Basic floor work: Six step, CC, and freezes</li> <li>• “Toprock” movements</li> </ul>

	<ul style="list-style-type: none"> <li>• Improvised sequences and/or musical interpretation</li> <li>• Skill acquisition and replication</li> <li>• Longer phrase work or choreography as a class</li> </ul> <p>Theory</p> <ul style="list-style-type: none"> <li>• Different elements of Hip Hop including, but not limited to: DJ/MC, Graffiti, and Dance</li> <li>• Contemporary trends in Hip Hop</li> </ul>
Reason for the new course	Program expansion

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"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <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	University of Oregon
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 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 <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D 299: Hip Hop II at University of Oregon
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses
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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.	yes
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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.	Will contact P.E. SAC to see if they would like to cross-list class.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Heidi Diaz	Heidi.diaz@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Performing Arts: Dance	Submitter:	Heidi Diaz	
Course Prefix and Number:	D 184 B	Phone Email	503.977.4321	
Course Title: 60 characters max	Ballroom II	# Credits:	1	
Transcript Title (30 characters max)	Ballroom II	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>				
Course Description: (field will expand as needed)	Continues the development of skills in ballroom dance at an intermediate level as well as enriching the depth of the dance technique and complexity of choreography. Focus placed on: appropriate partnering in order to lead or follow, rhythm, style, and phrasing. Dances may include: Waltz, Foxtrot, Tango, Quickstep, Rumba, Cha-Cha, Swing, Samba, Jive, and Night Club Two Step. Course may be taken a total of three times for credit.			
Begin the course description with an active verb. Include recommendations in the description.				

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website [pcc.edu/curriculum](http://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: D 184	<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

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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Use increased spatial awareness, partnering skills, and coordination in order to build social connections and help make social choices.</li> <li>2. Practice social skills in class community in order to acknowledge diversity and develop tolerance, support, and attentiveness towards other human beings.</li> <li>3. Appreciate ballroom dance as an art form and understand how it fits in with other areas of dance.</li> <li>4. Use developed skills in improvisation to promote creative problem solving.</li> </ol>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Participation</li> <li>2. Creative Projects</li> <li>3. Practical Evaluation</li> </ol> <p>Other assessment strategies may include:</p> <ol style="list-style-type: none"> <li>1. Group or individual choreography</li> <li>2. Written exam to test knowledge or terminology and/or history</li> <li>3. Research paper</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Structure:</p> <p>Skill introduction and review</p> <p>New pattern presentation</p> <p>Practice with rotating partners</p> <p>Improvisational dance and practice time</p> <p>Movement:</p> <p>Footwork and floor craft specific to each dance</p> <p>Appropriate styling and musicality</p> <p>Improvised sequences</p> <p>Skill development and variations</p> <p>Theory:</p> <p>Familiarity with origins, history, and styling of each dance</p> <p>Recognition of music used to accompany individual dances</p> <p>Ability to dance written patterns</p>
Reason for the new course	Program expansion

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	University of Oregon
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 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 <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC 284 at University of Oregon
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

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
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
Heidi Diaz	Heidi.diaz@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	CG	Submitter name Phone Email	Sonya Bedient 4542 Sonya.bedient@pcc.edu
Current prefix and number	CG 112	Proposed prefix and number	N/A
Current course title:	Stopping Test Anxiety	Proposed title: (60 characters max)	Managing Test Anxiety
Reason for title change	Managing test anxiety appropriately reflects the course content and outcomes. The title of the course is expressed in a more positive tone.	Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description
Stopping Test Anxiety Covers techniques for coping with excessive test-taking anxiety and improving overall test performance.	Provides strategies to overcome barriers to effective test taking to improve overall test performance. Test preparation and test anxiety are examined.

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

Current learning outcomes	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand emotions that trigger the test anxiety response.</li> <li>2. Demonstrate progressive relaxation techniques.</li> <li>3. Develop additional test-taking skills to enhance student success.</li> <li>4. Use new knowledge to increase higher satisfaction during tests and with test results.</li> <li>5. Develop higher self-esteem as a result of increased success on tests, and increased self-awareness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continually assess attitude and emotional reaction to anticipated tests.</li> <li>2. Employ strategies to reduce emotional overreactions to tests.</li> <li>3. Continually employ strategies to prepare for and to take anticipated tests in a timely manner.</li> </ol>

Reason for change	Revision of the outcomes to be in line with the current guidelines that reflects the student's ongoing learning outside of 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

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

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

Please provide details, who was contacted and the resolution.

Yes	
No	

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

Please provide details, who was contacted and the resolution.

Yes	
No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Sonya Bedient	<a href="mailto:Sonya.bedient@pcc.edu">Sonya.bedient@pcc.edu</a>	2/2/10
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number  
☐ title  
☒ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	CG	Submitter name	Sonya Bedient
		Phone	4542
		Email	Sonya.bedient@pcc.edu
Current prefix and number	144	Proposed prefix and number	N/A
Current course title:	Introduction to Assertiveness	Proposed title: (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description
Introduction to Assertiveness Provides basic communication skills students can use to state or declare their rights in a positive fashion to obtain desired results in career, social and personal relations.	Introduction to Assertiveness applies assertive communication skills to relationships both in personal and professional environments. Includes an overview assertive communication and behavior. Includes skill development in the areas of communication and personal conflict resolution.

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

Current learning outcomes	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate between passive, passive-aggressive, assertive and aggressive behavior.</li> <li>2. Define assertive behavior.</li> <li>3. Identify facets of their self-concept/self-esteem, and steps that build a positive image.</li> <li>4. Identify barriers to assertive behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continually analyze the effectiveness of one's own assertiveness skills in both personal and professional environments.</li> <li>2. Employ assertive communication when appropriate.</li> <li>3. Manage emotional reaction in both personal and professional environments.</li> </ol>

Reason for change	Revision of the outcomes to be in line with the current guidelines that reflects the student's ongoing learning outside of 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Sonya Bedient	<a href="mailto:Sonya.bedient@pcc.edu">Sonya.bedient@pcc.edu</a>	02/02/10
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number  
☐ title  
☒ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Counseling	Submitter name	Sonya Bedient
		Phone	4542
		Email	Sonya.bedient@pcc.edu
Current prefix and number	CG 147	Proposed prefix and number	CG 147
Current course title:	Decision Making	Proposed title: (60 characters max)	Decision Making
Reason for title change	N/A	Proposed transcript title: (30 characters max)	

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Decision Making Help students develop awareness of their personal decision-making style(s) in order to make effective life choices in personal, social, or work settings. Introduces information on effective decision-making.	Introduces the concept of decision making in both personal and professional environments. Includes an overview of goal setting and decision making models.

Reason for description change:	More succinct and accurate description of the course content and activities.
--------------------------------	--

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

Current learning outcomes	New learning outcomes
<p>Students who successfully complete the course will be able to:</p> <ol style="list-style-type: none"> <li>1. Utilize effective decision-making strategies.</li> <li>2. Recognize various decision-making styles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continually assess decision making opportunities in personal and professional environments.</li> <li>2. Employ effective decision making techniques.</li> <li>3. Employ intentional and timely decisions.</li> <li>4. Continually assess outcomes of decisions made for possible reevaluation.</li> </ol>

Reason for change	Revision of the outcomes to be in line with the current guidelines that reflects the student's ongoing learning outside of 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Sonya Bedient	Sonya.bedient@pcc.edu	02/02/10
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number  
☐ title  
☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	CG	Submitter name	Sonya Bedient
		Phone	4542
		Email	<a href="mailto:Sonya.bedient@pcc.edu">Sonya.bedient@pcc.edu</a>
Current prefix and number	CG 209	Proposed prefix and number	
Current course title:	Job Finding Skills	Proposed title: (60 characters max)	
Reason for title change	No change	Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description

Reason for description change:	No change
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**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> <li>A. Identify personal characteristics and professional skills that relate to appropriate career choices.</li> <li>B. Research current occupational and job market information integrating acquired knowledge of personal characteristics and professional skills.</li> <li>C. Utilize decision-making skills to develop appropriate job search plans and materials.</li> </ul>	<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> <li>A. Continue to develop and revise appropriate job search plans and materials.</li> <li>B. Prepare for and execute effective informational and job interviews.</li> <li>C. Continue to self identify specific job opportunities and target specific jobs and companies that match their current skills and career goals.</li> </ul>

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

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

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

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

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

Please provide details, who was contacted and the resolution.

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

**Section # 2 Department Review**

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

SAC Chair	Email	Date
Sonya Bedient	<a href="mailto:Sonya.bedient@pcc.edu">Sonya.bedient@pcc.edu</a>	02/02/10
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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Criminal Justice	Submitter:	Jim Parks	
Prefix and Course Number:	CJA 116	Submitter Phone and Email:	503-978-5236 <a href="mailto:jparks@pcc.edu">jparks@pcc.edu</a>	
Course Title: (60 characters max)	Juvenile Risk Assessment	Credits:	3	
Transcript Title (30 characters max)	Juvenile Risk Assessment	Contact hours:	Lecture: 3 Lec/lab: 0 Lab: 0	
Grading option. Check all that apply	<input type="checkbox"/> xA-F <input type="checkbox"/> xP-NP <input type="checkbox"/> xAudit with faculty consultation	Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title: problem	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		N/A		
Course Description: (the field expands as needed)	Covers fundamentals of assessing juveniles at risk of becoming involved in serious delinquent behavior. Focuses on specific types of problems such as violence, chemical dependency and sexual offending. Youth treatment programs will also be examined.			
Begin the course description with an active verb. Include course recommendations in the description.				

**Identify prerequisite, corequisite and concurrent course(s)**

(double click on check box to activate dialog box)

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

Placement into:	<input type="checkbox"/> Placement into:		
course prefix & number: CJA 114	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> X pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Students will explore current trends and research concerning community, family and individual risks that may contribute to a youth's lack of positive engagement in school and community. Students will learn to identify risk and protective factors which influence youth and families through assessments, discussions and sharing of current research.		

**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: <b>(Use observable and measurable verbs)</b>	<ol style="list-style-type: none"> <li>1. Assess juveniles at risk of becoming involved in serious behavioral problems using current best practices.</li> <li>2. Evaluate youth treatment programs for mitigating risk factors and protective aspects that will help to increase higher life success.</li> </ol>
Course activities and design: <b>(from CCOG)</b>	<ul style="list-style-type: none"> <li>• Classroom Lecture</li> <li>• Guest speakers</li> <li>• Films and videos</li> <li>• Role playing scenarios</li> <li>• Group discussions</li> </ul>
Outcomes assessment strategies: <b>(from CCOG)</b>	Methods of assessment may include the following: examinations, quizzes, an interview assignment report, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	Risk factors Trends contributing to delinquency Best assessment practices Family Influences Community Influences Youth Success enhancements

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
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.	The criminal justice system focuses on preventing delinquency and rehabilitating juvenile offenders. Part of that philosophy includes assessing at risk juveniles.	
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):	A.A.S. in 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),	This course will be an elective course for those interested on juvenile justice.	

i.e. requirement or elective:		
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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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](http://www.pcc.edu/curriculum).

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jim Parks	<a href="mailto:jparks@pcc.edu">jparks@pcc.edu</a>	
SAC Admin Liaison	Email	Date
Kate Dins	<a href="mailto:kdins@pcc.edu">kdins@pcc.edu</a>	

## 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](mailto:curriculum@pcc.edu)

Section #1 General Information				
Department:	MMT	Submitter:	Patrick Kraft	
Prefix and Course Number:	MCH 290	Submitter Phone and Email:	x8170 pkraft@pcc.edu	
Course Title: (60 characters max)	Mastercam Fundamentals Orientation	Credits:	1.0	
Transcript Title (30 characters max)	Mastercam Fundamentals Orient.	Contact hours: 2 hours per week	Lecture: Lec/lab: 1.0 Lab:	
Grading option. Check all that apply	X A-F X P-NP X Audit with faculty consultation	Can this class be repeated?	X Yes <input type="checkbox"/> No	How many times? One time
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes X No	Prefix, number and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		none		
Course Description: (the field expands as needed)	Fundamental orientation in the use of Mastercam CAD/CAM software for community members, engineering, and art students to acquire skills to access additional technology in manufacturing labs, such as CNC machines, Additive type RP machines, and laser systems. Create wireframe and limited solid geometry, and output of CNC code as well as STL and DXF formatted files.			
Begin the course description with an active verb. Include course recommendations in the description.				

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

<b>LEARNING OUTCOMES:</b> 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 <a href="#">guidance on writing good outcomes</a> .	
<b>Outcomes: (Use observable and measurable verbs)</b>	<ol style="list-style-type: none"> <li>1. Apply understanding in the use of Mastercam CAD/CAM software to complete wire frame designs.</li> <li>2. Create design of solid models using basic solid model functions.</li> <li>3. Output of CNC “G” code, STL formatted files, and DXF formatted files.</li> <li>4. Apply knowledge of Mastercam on future projects.</li> </ol>
<b>Course activities and design: (from CCOG)</b>	<b>The course will be taught through structured training activities using computers and Mastercam CAD/CAM software to reach the defined outcomes.</b>
<b>Outcomes assessment strategies: (from CCOG)</b>	<ol style="list-style-type: none"> <li>1. <b>PRACTICE</b> - Completion of tasks and projects identified in the course outline with an emphasis on creation of correct geometry and output of correct file formats.</li> <li>2. <b>LAB ACTIVITIES</b> - Participation in both structured and student selected laboratory exercises with the emphasis on developing skills or increasing expertise in the areas of study identified in the course outline.</li> <li>3. <b>FINAL ASSESSMENT</b> - An assessment in the form of a written exam and/or practical application that addresses the subject areas identified in the course outline.</li> </ol>
<b>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</b>	<b>Skills from this course will be the ability to use Mastercam at a basic level to draw parts in wireframe format, use basic solid modeling techniques in conjunction with the wireframe skills, and convert or output data in a variety of formats for future manufacture of a part or product. This is a short term class to expose the user to this technology.</b>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
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.	Recommended by MMT Industrial Advisory Committee. The course focuses on giving the student a fundamental understanding of how to use the software in a short time span.	
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 Machine Manufacturing Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:

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

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

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	Possibly. To OIT's Manufacturing Engineering Technology BS degree as a technical elective.
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	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 Next available term after approval

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joe Huddleston	Joe.huddleston@pcc.edu	
SAC Admin Liaison	Email	Date
Daniel E Findley	dfindley@pcc.edu	

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information				
Department:	MMT	Submitter:	Patrick Kraft	
Prefix and Course Number:	MCH 291	Submitter Phone and Email:	x8170 pkraft@pcc.edu	
Course Title: (60 characters max)	Laser Cutting and Engraving Fundamentals	Credits:	1.0	
Transcript Title (30 characters max)	Laser Cutting and Eng. Fund.	Contact hours: 2 hours per week	Lecture: Lec/lab: 1.0 Lab:	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? One time
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		None		
Course Description: (the field expands as needed)	Fundamental understanding of how to setup and operate a laser engraving machine using CorelDraw software as the print driver. Includes time for student project work.			
Begin the course description with an active verb. Include course recommendations in the description.				

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Requires basic computer operational skills literacy. Students will purpose and complete project work to support theory skills. Instructor approval required.		

<b>LEARNING OUTCOMES:</b> 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li><b>1. Identify processes that can be completed on a laser engraving machine and be able to setup and perform basic operation of a laser engraving machine.</b></li> <li><b>2. Develop competency on laser engraving machine to produce a product.</b></li> </ol>
Course activities and design: (from CCOG)	<b>The course will be taught through structured training activities to develop competency and will include student proposed project work to reinforce these skills.</b>
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> <li><b>1. PRACTICE - Completion of tasks and projects identified in the course outline with an emphasis on correct machine setup and operation.</b></li> <li><b>2. LAB ACTIVITIES - Participation in both structured and student selected laboratory exercises with the emphasis on developing skills or increasing expertise in the areas of study identified in the course outline.</b></li> <li><b>3. FINAL ASSESSMENT - An assessment in the form of a written exam and/or practical application that addresses the subject areas identified in the course outline. This will include student project work.</b></li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<b>Skills obtained from this course will be:</b> <ol style="list-style-type: none"> <li><b>1. The ability to identify manufactured projects or products that are compatible for production on laser engraving machines.</b></li> <li><b>2. Basic set and operation of a laser engraving machine.</b></li> <li><b>3. Fundamental use of CorelDraw for operation a Universal brand laser engraver.</b></li> <li><b>4. Student proposed project work to reinforce these concepts.</b></li> </ol>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
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.	Recommended by MMT Industrial Advisory Committee. The course focuses on giving the student a fundamental understanding of how to set up and use this emerging technology within a short training window.	
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 Machine Manufacturing Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be an elective course within the program.	

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

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	Possibly. To OIT's Manufacturing Engineering Technology BS degree as a technical elective.
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	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
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
Joe Huddleston	Joe.huddleston@pcc.edu	
SAC Admin Liaison	Email	Date
Daniel E Findley	dfindley@pcc.edu	

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information				
Department:	MMT	Submitter:	Patrick Kraft	
Prefix and Course Number:	MCH 292	Submitter Phone and Email:	x8170 pkraft@pcc.edu	
Course Title: (60 characters max)	FDM Additive Manufacturing Fundamentals Orientation	Credits:	1.5	
Transcript Title (30 characters max)	FDM Additive Manuf. Fund.	Contact hours: 2 hours per week	Lecture: Lec/lab: 1.5 Lab:	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? One time
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		\$30.	Materials	
Course Description: (the field expands as needed)	Fundamentals of how to setup, operate, and maintain a Dimensions brand Fused Deposition Modeling (FDM) machine using solid support material, to manufacture prototype or production parts. Students will prototype their own designs using up to five cubic inches of material. Requires CAD solid model experience and access to a CAD system that outputs .STL formatted file.			
Begin the course description with an active verb. Include course recommendations in the description.				

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Requires basic computer operational skills literacy. Students will purpose and complete project work to support theory skills. CAD solid model experience is required and access to a CAD system that outputs .STL formatted files is also required. Instructor approval 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Identify processes that can be completed on an FDM machine and operate a Dimensions brand FDM Additive Manufacturing machine to create physical solid models.</li> <li>2. Will understand basic finishing techniques to be applied to the parts.</li> </ol>
Course activities and design: (from CCOG)	The course will be taught through structured training activities to develop competency and will include student proposed project work to reinforce these skills.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> <li>1. PRACTICE - Completion of tasks and projects identified in the course outline with an emphasis on correct machine setup and operation.</li> <li>2. LAB ACTIVITIES - Participation in both structured and student selected laboratory exercises with the emphasis on developing skills or increasing expertise in the areas of study identified in the course outline.</li> <li>3. FINAL ASSESSMENT - An assessment in the form of a written exam and/or practical application that addresses the subject areas identified in the course outline. This will include student project work.</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p><b>Skills obtained from this course will be:</b></p> <ol style="list-style-type: none"> <li>1. The ability to identify manufactured projects or products that are compatible for production on FDM machines.</li> <li>2. Basic set and operation of a Dimensions FDM machine using solid support systems.</li> <li>3. Student proposed project work to reinforce these concepts.</li> </ol>

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.	Recommended by MMT Industrial Advisory Committee. The course focuses on giving the student a fundamental understanding of how to set up and use this emerging technology within a short training window.	
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 Machine Manufacturing Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be an elective course within the program.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>no</b> is selected continue to part three. If <b>yes</b> is selected complete the related instruction form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> .		

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	Possibly. To OIT's Manufacturing Engineering Technology BS degree as a technical elective.
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	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
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
Joe Huddleston	Joe.huddleston@pcc.edu	
SAC Admin Liaison	Email	Date
Daniel E Findley	dfindley@pcc.edu	

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information				
Department:	MMT	Submitter:	Patrick Kraft	
Prefix and Course Number:	MCH 293	Submitter Phone and Email:	x8170 pkraft@pcc.edu	
Course Title: (60 characters max)	CNC Router Fundamentals Orientation	Credits:	1.0	
Transcript Title (30 characters max)	CNC Router Fund. Orient.	Contact hours: 2 hours per week	Lecture: Lec/lab: 1.0 Lab:	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? One time
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		none		
Course Description: (the field expands as needed)	Fundamental understanding of how to setup and operate a Techno brand CNC router to manufacture a simple project. Exploratory of the machines application, or as a fundamentals class for engineering and art students, and others to acquire skills to create objects of their own design. Students must be proficient at CNC "G" code for milling applications prior to taking the course.			
Begin the course description with an active verb. Include course recommendations in the description.				

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Requires basic computer operational skills literacy. Students will purpose and complete project work to support theory skills. Students must be proficient at CNC "G" code for milling applications prior to taking the course. Instructor approval 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. <b>Identify processes that can be completed on a Techno brand CNC router. And setup and operate a Techno brand CNC router to manufacture a simple project.</b></li> <li>2. <b>Understand basic principles and apply a vacuum table for material holding.</b></li> </ol>
Course activities and design: (from CCOG)	<b>The course will be taught through structured training activities to develop competency and will include student proposed project work to reinforce these skills.</b>
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> <li>1. <b>PRACTICE - Completion of tasks and projects identified in the course outline with an emphasis on correct machine setup and operation.</b></li> <li>2. <b>LAB ACTIVITIES - Participation in both structured and student selected laboratory exercises with the emphasis on developing skills or increasing expertise in the areas of study identified in the course outline.</b></li> <li>3. <b>FINAL ASSESSMENT - An assessment in the form of a written exam and/or practical application that addresses the subject areas identified in the course outline. This will include student project work.</b></li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<b>Skills obtained from this course will be:</b> <ol style="list-style-type: none"> <li>1. <b>The ability to identify manufactured projects or products that are compatible for production on CNC routers.</b></li> <li>2. <b>Basic set and operation of a Techno brand CNC router</b></li> <li>3. <b>Student proposed project work to reinforce these concepts.</b></li> </ol>

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.	Recommended by MMT Industrial Advisory Committee. The course focuses on giving the student a fundamental understanding of how to set up and use this emerging technology within a short training window.	
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 Machine Manufacturing Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be an elective course within the program.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>no</b> is selected continue to part three. If <b>yes</b> is selected complete the related instruction form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> .		

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X 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	Possibly. To OIT's Manufacturing Engineering Technology BS degree as a technical elective.
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	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 Next available term after approval <input type="checkbox"/> Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joe Huddleston	Joe.huddleston@pcc.edu	
SAC Admin Liaison	Email	Date
Daniel E Findley	dfindley@pcc.edu	

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information				
Department:	MMT	Submitter:	Patrick Kraft	
Prefix and Course Number:	MCH 294	Submitter Phone and Email:	x8170 pkraft@pcc.edu	
Course Title: (60 characters max)	3 Dimensional Digital Laser Scanning Fundamentals	Credits:	1.5	
Transcript Title (30 characters max)	3D Digital Laser Scan. Fund.	Contact hours: 2 hours per week	Lecture: Lec/lab: 1.5 Lab:	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consultation	Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? One time
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		none		
Course Description: (the field expands as needed)	Fundamental understanding of how to setup and use a NextEngine brand 3 dimensional digital laser scanner and to output data for CAD software use. Exploration of the machines application, or as a fundamentals class for engineering and art students, and others to acquire skills to re-engineer objects of their own design. Students must be proficient at basic computer operational skills literacy and have an understanding of CAD solid modeling.			
Begin the course description with an active verb. Include course recommendations in the description.				

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Requires basic computer operational skills literacy. Students will purpose and complete project work to support theory skills. Instructor approval 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: (Use observable and measurable verbs)	<b>1. Identify processes that can be completed on a 3 dimensional digital laser scanner and setup and operate a NextEngine brand 3 dimensional digital laser scanner to output data for CAD software use.</b>
Course activities and design: (from CCOG)	<b>The course will be taught through structured training activities to develop competency and will include student proposed project work to reinforce these skills.</b>
Outcomes assessment strategies: (from CCOG)	<b>1. PRACTICE - Completion of tasks and projects identified in the course outline with an emphasis on correct machine setup and operation.</b> <b>2. LAB ACTIVITIES - Participation in both structured and student selected laboratory exercises with the emphasis on developing skills or increasing expertise in the areas of study identified in the course outline.</b> <b>3. FINAL ASSESSMENT - An assessment in the form of a written exam and/or practical application that addresses the subject areas identified in the course outline. This will include student project work.</b>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<b>Skills obtained from this course will be:</b> <b>1. The ability to identify applications for 3 dimensional digital laser scanning.</b> <b>2. Basic set and operation of a NextEngine brand 3 dimensional digital laser scanner.</b> <b>3. Student proposed project work to reinforce these concepts.</b>

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.	Recommended by MMT Industrial Advisory Committee. The course focuses on giving the student a fundamental understanding of how to set up and use this emerging technology within a short training window.	
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 Machine Manufacturing Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be an elective course within the program.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>no</b> is selected continue to part three. If <b>yes</b> is selected complete the related instruction form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> .		

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X 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	Possibly. To OIT's Manufacturing Engineering Technology BS degree as a technical elective.
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	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 Next available term after approval <input type="checkbox"/> Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joe Huddleston	Joe.huddleston@pcc.edu	
SAC Admin Liaison	Email	Date
Daniel E Findley	dfindley@pcc.edu	

## 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	World Languages	Submitter:	Craig Kollins, Nancy Wessel, Hsiao-Yun Shotwell
Course Prefix and Number:	CHN 201	Phone Email	541-231-2905 <a href="mailto:saratsai712@yahoo.com">saratsai712@yahoo.com</a>
Course Title: (60 characters max)	Second Year Chinese	# Credits:	5
Transcript Title (30 characters max)	Second Year Chinese	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 50 Lec/lab (# of hours): 0 Lab (# of hours): 0
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times?
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>		NA	
Course Description: (field will expand as needed)	The first course of a three-course sequence in Mandarin Chinese language and culture, with a well-balanced emphasis on effective communicative skills in both the written and spoken language. Reviews and expands learners' language proficiency as well as cultural awareness and understanding from first-year college Mandarin Chinese. Emphasizes on effective skills in both the written and spoken language. Prerequisite: CHN 103 or instructor permission.		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

☐ Placement into: NA

☐ Placement into: NA

course prefix & number: CHN 103

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people.</li> <li>2. Employ the understanding of Chinese syntactic system to read and compose simple colloquial Chinese texts in Chinese characters</li> <li>3. Use acquired Chinese grammatical structures and vocabulary to require information in semi-predicable settings</li> <li>4. Use effective communicative skills to interact with native Mandarin Chinese speakers</li> </ol>
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> <li>1. Group, pair and individual activities – communicative based activities</li> <li>2. Classroom and individual projects – project-based activities</li> <li>3. Individual and group presentations – project-based activities</li> <li>4. Class drills – TPR and TPRS teaching methods; immersion approach</li> </ol>
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Active participation in interactive class activities, including individual, pair or group activities</li> <li>2. Individual presentations</li> <li>3. Contextual written tasks to assess reading, writing, cultural and aural competencies</li> <li>4. Oral interviews with partners or instructor</li> <li>5. Multimedia aids to improve listening skills, including short audio clips or films</li> <li>6. Class discussions to enhance cultural awareness and knowledge</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p><b>COURSE CONTENT:</b></p> <p>Themes:</p> <ol style="list-style-type: none"> <li>1. Dating</li> <li>2. Renting an apartment</li> <li>3. Sports</li> <li>4. Travel</li> <li>5. Airport</li> </ol> <p>Concepts:</p> <ol style="list-style-type: none"> <li>1. Statements – affirmative and negative</li> <li>2. Interrogatives: confirmative and informative questions</li> <li>3. Comparative structures</li> <li>4. Acceptance or refusal of an invitation</li> <li>5. Identify locations</li> </ol> <p>Skills and competencies:</p> <ol style="list-style-type: none"> <li>1. Employ basic terms to accept or decline an invitation</li> <li>2. Describe current and ideal living quarters</li> <li>3. Comment living conditions</li> <li>4. Negotiate price</li> </ol>

	5. Name popular sports 6. Describe your travel plans 7. Plan a vacations 8. Read travel itinerary 9. Check in at the airport 10. Compliment someone on his or her language ability
Reason for the new course	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.

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	
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 <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU CHN 201
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# 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.	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.
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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

Implementation term: ☐ Next available term after approval  
☒ Specify term: Fall 2011

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	Date
Jan Underwood	<a href="mailto:Junderwo@pcc.edu">Junderwo@pcc.edu</a>	
SAC Admin Liaison	Email	Date
David Stout	<a href="mailto:dstout@pcc.edu">dstout@pcc.edu</a>	

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	World Languages	Submitter:	Craig Kollins, Nancy Wessel, Hsiao-Yun Shotwell
Course Prefix and Number:	CHN 202	Phone Email	541-231-2905 <a href="mailto:saratsai712@yahoo.com">saratsai712@yahoo.com</a>
Course Title: (60 characters max)	Second Year Chinese	# Credits:	5
Transcript Title (30 characters max)	Second Year Chinese	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 50 Lec/lab (# of hours): 0 Lab (# of hours): 0
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times?
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	NA		
Course Description: (field will expand as needed)	The second course of a three-course sequence in Mandarin Chinese language and culture, with a great emphasis given to improving effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. Expands learners' language proficiency as well as cultural awareness and understanding. Prerequisite: CHN 201 or instructor permission.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website [pcc.edu/curriculum](http://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: NA		<input type="checkbox"/> Placement into: NA	
course prefix & number: CHN 201	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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Addendum to Course Description:	
<b>LEARNING OUTCOMES:</b> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
<b>Learning Outcomes:</b> <b>(Use observable and measurable verbs)</b>	<ol style="list-style-type: none"> <li>1. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts</li> <li>2. Employ the understanding of Chinese syntactic system to read and compose colloquial Chinese texts in Chinese characters</li> <li>3. Use acquired Chinese grammatical structures and vocabulary to require information in more natural settings</li> <li>4. Use effective communicative skills to interact with native Mandarin Chinese speakers</li> </ol>
<b>Course activities and design:</b> <b>(from CCOG)</b>	<ol style="list-style-type: none"> <li>1. Group, pair and individual activities – communicative based activities</li> <li>2. Classroom and individual projects – project-based activities</li> <li>3. Individual and group presentations – project-based activities</li> <li>4. Class drills – TPR and TPRS teaching methods; immersion approach</li> </ol>
<b>Outcomes assessment strategies:</b>	<ol style="list-style-type: none"> <li>1. Active participation in interactive class activities, including individual, pair or group activities</li> <li>2. Individual presentations</li> <li>3. Contextual written tasks to assess reading, writing, cultural and aural competencies</li> <li>4. Oral interviews with partners or instructor</li> <li>5. Multimedia aids to improve listening skills, including short audio clips or films</li> <li>6. Class discussions to enhance cultural awareness and knowledge</li> </ol>
<b>Course Content:</b> <b>Themes, Concepts, Issues and Skills:</b> <b>(from CCOG they should be connected to the outcomes)</b>	<b>COURSE CONTENT:</b> <b>Themes:</b> <ol style="list-style-type: none"> <li>1. Schools</li> <li>2. Living conditions</li> <li>3. Authentic Chinese cuisines</li> <li>4. Shopping preferences and restrictions</li> <li>5. Major areas of study, academic departments</li> </ol> <b>Concepts:</b> <b>Presenting:</b> <ol style="list-style-type: none"> <li>1. Directional complements</li> <li>2. Potential complements</li> <li>3. Descriptive complements</li> <li>4. Logical thoughts</li> <li>5. Comments</li> <li>6. Explanation</li> <li>7. Preferences and criteria</li> <li>8. Simple arguments and disagreements</li> </ol> <b>Skills and competencies:</b>

	<ol style="list-style-type: none"> <li>1. Describe the pros and cons of living conditions</li> <li>2. Express politely a dissenting opinion</li> <li>3. Give comments on someone's opinions</li> <li>4. Express disagreement tactfully</li> <li>5. Make dietary restrictions or preferences known</li> <li>6. Describe shopping preferences and criteria</li> <li>7. Present arguments with rhetorical questions</li> <li>8. Share your opinions and explain the reasons</li> </ol>
Reason for the new course	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.

### 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 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 <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU CHN 202
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

### Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit)
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	<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):	NA	# 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.	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.	

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 checked="" type="checkbox"/> Specify term: Winter 2012
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	Date
Jan Underwood	<a href="mailto:Junderwo@pcc.edu">Junderwo@pcc.edu</a>	
SAC Admin Liaison	Email	Date
David Stout	<a href="mailto:dstout@pcc.edu">dstout@pcc.edu</a>	

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	World Languages	Submitter:	Craig Kollins, Nancy Wessel, Hsiao-Yun Shotwell
Course Prefix and Number:	CHN 203	Phone Email	541-231-2905 <a href="mailto:saratsai712@yahoo.com">saratsai712@yahoo.com</a>
Course Title: (60 characters max)	Second Year Chinese	# Credits:	5
Transcript Title (30 characters max)	Second Year Chinese	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 50 Lec/lab (# of hours): 0 Lab (# of hours): 0
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times?
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>		NA	
Course Description: (field will expand as needed)	The third course of a three-course sequence in Mandarin Chinese language and culture, with a great emphasis given to improving effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. Practices and expands learners' language proficiency as well as cultural awareness and understanding. Prerequisite: CHN 202 or instructor permission.		

Begin the course description with an active verb. Include recommendations in the description.

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website [pcc.edu/curriculum](http://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: NA		<input type="checkbox"/> Placement into: NA	
course prefix & number: CHN 202	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Addendum to Course Description:	
<b>LEARNING OUTCOMES:</b> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts</li> <li>2. Employ the understanding of Chinese syntactic system to form arguments, comments, explanations, agreements and disagreements</li> <li>3. Use acquired Chinese grammatical structures and vocabulary to require information in more authentic settings</li> <li>4. Use effective communicative skills to interact with native Mandarin Chinese speakers</li> </ol>
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> <li>1. Group, pair and individual activities – communicative based activities</li> <li>2. Classroom and individual projects – project-based activities</li> <li>3. Individual and group presentations – project-based activities</li> <li>4. Class drills – TPR and TPRS teaching methods; immersion approach</li> </ol>
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Active participation in interactive class activities, including individual, pair or group activities</li> <li>2. Individual presentations</li> <li>3. Contextual written tasks to assess reading, writing, cultural and aural competencies</li> <li>4. Oral interviews with partners or instructor</li> <li>5. Multimedia aids to improve listening skills, including short audio clips or films</li> <li>6. Class discussions to enhance cultural awareness and knowledge</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p><b>COURSE CONTENT:</b></p> <p>Themes:</p> <ol style="list-style-type: none"> <li>1. Describe personality</li> <li>2. Conversation strategies</li> <li>3. Describe spending patterns</li> <li>4. Education systems</li> <li>5. Basic Chinese geography</li> </ol> <p>Concepts:</p> <p>Presenting:</p> <ol style="list-style-type: none"> <li>1. Agreements and disagreements</li> <li>2. Comments</li> <li>3. Preferences and criteria</li> <li>4. Rhetorical questions</li> <li>5. Arguments</li> </ol> <p>Skills and competencies:</p> <ol style="list-style-type: none"> <li>1. State different situations</li> <li>2. Reduce potential tension in a conversation by changing topics</li> </ol>

	3. Discuss the pros and the cons of different activities 4. Make budget 5. Indicate agreement or disagreement 6. Present opinions 7. Locate major Chinese cities, provinces and rivers on the map 8. Give a brief introduction to geographic features of China 9. Compare some basic geographic aspects of China and the United States
Reason for the new course	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.

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?  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> <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 <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU CHN 203
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

	<input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# 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.	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.	

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 checked="" type="checkbox"/> Specify term: Spring 2012
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	Date
Jan Underwood	<a href="mailto:Junderwo@pcc.edu">Junderwo@pcc.edu</a>	
SAC Admin Liaison	Email	Date
David Stout	<a href="mailto:dstout@pcc.edu">dstout@pcc.edu</a>	

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	History	Submitter name	Loretta Goldy
		Phone	977-4092
		Email	<a href="mailto:lgoldy@pcc.edu">lgoldy@pcc.edu</a>
Current prefix and number	HST 285	Proposed prefix and number	n/a
Current course title:	The Holocaust	Proposed title: (60 characters max)	n/a
Reason for title change	n/a	Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> <li>• Use critical thinking to evaluate historical changes and their impact on the Holocaust</li> <li>• Recognize and appreciate the diversity within the European Jewish communities</li> <li>• Identify culturally-based assumptions which have influenced the perception and behavior of peoples during the Holocaust</li> <li>• Use critical thinking to evaluate interpretations of Holocaust history</li> <li>• Communicate effectively through written and other assignments</li> <li>• Connect past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate an understanding of key events in the history of the Holocaust and use critical thinking in order to evaluate historical changes and their impact</li> <li>• Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior</li> <li>• Recognize the interaction of various groups and institutions in order to evaluate their impact on the Holocaust</li> <li>• Communicate effectively using historical analysis</li> <li>• Connect the past with the present to enhance contemporary understanding and encourage civic engagement</li> </ul>

Reason for change	The revisions were part of the SAC's regular review of our History courses to ensure that they accurately reflect the intended learning outcomes of our courses.
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**REQUISITES:** Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

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

Please provide details, who was contacted and the resolution.

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

**Section # 2 Department Review**

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

SAC Chair	Email	Date
John Shaw	john.shaw4@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

## Cultural Literacy Designation Request Form

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

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

**2. Meet the state-wide Cultural Literacy Outcome:**

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

**3. Meet the state-wide Cultural Literacy Criteria:**

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 285	Course Title:	The Holocaust
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Course Description:	The aftermath of World War I and the rise of the Nazis, the historical roots of anti-Semitism, the evolution of the Final Solution and its coordination in Nazi-occupied Europe, the victims of Nazi policies, the camps, the perpetrators, bystanders, resistance, and the aftermath of the Holocaust will be discussed.
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Course Outcomes:	<ul style="list-style-type: none"> <li>Articulate an understanding of key events in the history of the Holocaust and use critical thinking in order to evaluate historical changes and their impact.</li> <li>Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</li> <li>Recognize the interaction of various groups and institutions in order to evaluate their impact on the Holocaust.</li> <li>Communicate effectively using historical analysis.</li> <li>Connect the past with the present to enhance contemporary understanding and encourage civic engagement.</li> </ul>
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List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> <li>Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</li> <li>Recognize the interaction of various groups and institutions in order to evaluate their impact on the Holocaust.</li> </ul>
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**Note:** It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the

course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	In this course, we examine the medieval cultural and religious roots of anti-Semitism. In addition, we analyze how such prejudices influenced the perception and behavior of people during the era leading up to and including the second world war. In the modern era, pseudo-scientific theories, Social Darwinism, and eugenics were also used by the Nazis to discriminate against Jews, Roma and Sinti (Gypsies), and disabled individuals. We analyze how such factors contributed to the Nazi’s hierarchical worldview and to their escalating actions intended to expand the living space (Lebensraum) of those who the Nazis labeled as “superior” at the expense of those who were labeled “inferior.” We examine how the Nazis built upon long-standing prejudices against Jews, Roma, Sinti, gays, and the disabled, how such prejudices were institutionalized, and how they resulted in state-backed atrocities committed against these groups.
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**5. Submit this request form to the Curriculum Office to begin the approval process.**

Person Submitting This Request	Name	E-mail Address
	Loretta Goldy	<a href="mailto:lgoldy@pcc.edu">lgoldy@pcc.edu</a>

SAC Chair	Name	E-mail Address
	John Shaw	<a href="mailto:john.shaw4@pcc.edu">john.shaw4@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	<a href="mailto:nancy.wessel@pcc.edu">nancy.wessel@pcc.edu</a>

**Save this document as the course prefix and number.**  
**Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)**

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 101	Proposed prefix and number	AM 101
Current course title:	Engine Repair I	Proposed title: (60 characters max)	Engine Repair
Reason for title change	No need for number	Proposed transcript title: (30 characters max)	<b>Engine Repair</b>
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Engine Repair I Studies basic theory, design and operation of automotive engines. Engine components are covered in detail including purpose, inspection and repair. Disassemble and reassemble school owned engines to gain experience in hand tool use and proper		Introduces basic theory, design and operation of automotive engines. Engine components are covered in detail including purpose, inspection and repair. Disassemble and reassemble school owned engines to gain experience in hand tool use and proper engine repair and evaluation	

engine repair and evaluation procedures. Compression and leakage tests are included. Prerequisite: AM 108.	procedures. Compression and leakage tests are included.
Reason for description change:	Better reflection of course content

<p><b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a>.</p>			
Current learning outcomes		New learning outcomes	
<ul style="list-style-type: none"> <li>Disassemble/assemble engine using proper procedures</li> <li>Perform engine repairs safely and with limited supervision</li> <li>Perform a thorough engine inspection, including measurement and evaluation of wear patterns</li> <li>Clean and replace serviceable engine components, gaskets, bearings and rings</li> <li>Demonstrate competence in locating and utilizing appropriate engine specifications</li> </ul>		<ul style="list-style-type: none"> <li>Perform internal engine inspection, maintenance, diagnosis and repairs.</li> <li>Communicate effectively with employers, customers and co-workers.</li> <li>Access and utilize repair information in a rapidly changing technology.</li> <li>Develop and implement strategies and processes to solve internal engine repair problems.</li> <li>Perform internal engine repair to the highest professional and ethical standards.</li> </ul>	
Reason for change	More closely aligns with degree outcomes		
<p><b>REQUISITES:</b> Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 90, RD 90 and MTH 60			
prefix & number:AM 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: WR 90, RD 90 and MTH 60			
prefix & number: AM 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 102	Proposed prefix and number	AM 106
Current course title:	Electrical Systems 1	Proposed title: (60 characters max)	Electrical Systems I
Reason for title change		Proposed transcript title	Electrical Systems I
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Electrical Systems I Covers electrical theory, schematic symbols, battery and starter theory, operation, diagnosis and repair.		Introduces electrical theory, schematic symbols, battery and starter theory, operation, diagnosis and repair. Lecture and lab work includes proper repair procedures, component identification and service procedures performed on school owned vehicles and components.	
Reason for description change:		Better reflection of 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		New learning outcomes	
1. Perform simple maintenance and testing procedures of automotive starting systems 2. Locate and use appropriate wiring schematics and electrical information using all available service resources 3. Demonstrates professional, safe, and ethical practice in the performance of electrical service 4. Use a systematic approach to determine causes and corrections of starting system complaints		1. Perform basic electrical system inspection, maintenance, diagnosis and repairs relating to starting and charging systems. 2. Access and utilize repair information in a rapidly changing technology. 3. Develop and implement strategies and processes to repair electrical system problems relating to starting systems. 4. Perform electrical system repair of starting systems to the highest professional and ethical standards.	
Reason for change	More closely aligns with degree outcomes		
<b>REQUISITES:</b> 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 checked="" type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
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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](http://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 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 103	Proposed prefix and number	AM 108
Current course title:	Engine Performance I	Proposed title	Engine Performance I
Reason for title change		Proposed transcript title:	Engine Performance I
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Engine Performance I Covers use of automotive scan tools, operation and testing electronic ignition systems, ignition secondary oscilloscope patterns, electronic advance, engine knock control systems, basic timing adjustment and distributor removal and replacement. Prerequisites: AM 108, 101, 102, 112.		Introduces the use of automotive scan tools, lab scopes and electronic test equipment. Covers the operation and testing of electronic ignition systems including EI, DI and related components,	
Reason for description change:	Better reflection of 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	New learning outcomes
<ol style="list-style-type: none"> <li>1. Demonstrate the purpose and basic operation of Scan Tools.</li> <li>2. Perform ignition system testing and repair procedures.</li> <li>3. Perform ignition system testing and repair using all available service information resources. Use personal computer skills to access information and/or perform repairs.</li> <li>4. Work effectively with fellow technicians.</li> <li>5. Be prepared to take the ASE Engine Performance tests</li> </ol>	<ul style="list-style-type: none"> <li>• Perform engine performance inspection, maintenance, diagnosis and repairs relating to ignition systems.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Develop and implement strategies and processes to solve engine performance problems relating to ignition systems.</li> <li>• Perform engine performance repair of ignition systems to the highest professional and ethical standards.</li> </ul>

Reason for change

More closely aligns with degree outcomes

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

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

**Current prerequisites, corequisites and concurrent**

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 108, 101, 102, 112

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM, 100, 106, 116

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
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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](http://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 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Automotive Service Technology	Submitter name	Scott Morgan X8142
		Phone	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
		Email	
Current prefix and number	AM 104	Proposed prefix and number	AM 104
Current course title:	Steering & Suspension Sys I	Proposed title: (60 characters max)	Undercar Systems II
Reason for title change	Better Reflection of course content	Proposed transcript title: (30 characters max)	Undercar Systems II

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

Current Description	Proposed Description
Steering and Suspension Systems I Covers basic principles of steering, suspension and wheel alignment for passenger cars and light duty trucks. Familiarization with tire construction, types and sizing. Practice disassembly and re-assembly of steering and suspension system components. Familiarization and practice in using computerized 4-wheel-alignment	Continuation of Undercar I, students will diagnosis and repair of base brakes, anti-lock systems. Introduce the basic principles of steering, suspension and wheel alignment for passenger cars and light duty trucks. Become familiar with tire construction, types and sizing. Practice disassembly and re-assembly of steering and suspension system

equipment and tire balancing machines. Prerequisites: AM 108 and 102.	components. Become familiar and practice using computerized 4-wheel-alignment equipment and tire balancing machines.
Reason for description change:	Better reflection of course content

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes	New learning outcomes
Students who successfully complete AM104 will: 1. obtain accurate wheel alignment readings using industry standard 4-wheel alignment equipment to achieve front toe adjustments, with straight-ahead steering wheel position 2. Perform steering, suspension, wheel and tire inspection and service 3. demonstrate professional, safe and ethical practice in the performance of these repairs 4. achieve passing scores on ASE (Automotive Service Excellence) style written exams	<ul style="list-style-type: none"> <li>• Perform comprehensive brake, steering and suspension system inspection, maintenance, diagnosis and repairs with limited supervision.</li> <li>• Communicate effectively with employers, customers and co-workers.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Develop and implement strategies and processes to solve brake, steering and suspension system repair problems. Perform brake, steering and suspension system repair to the highest professional and ethical standards.</li> <li>• As preparation for achieving Undercar III program outcomes, students will: obtain accurate wheel alignment readings using industry standard 4-wheel alignment equipment to achieve front toe adjustments, with straight-ahead steering wheel position</li> <li>• Perform steering, suspension, wheel and tire inspection and service</li> <li>• Demonstrate professional, safe and ethical practice in the performance of these repairs</li> <li>• Achieve passing scores on ASE (Automotive Service Excellence) style written exams</li> </ul>
Reason for change	More closely aligns with degree outcomes
<b>REQUISITES:</b> 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 checked="" type="checkbox"/> Placement into: WR 90, RD 90, MTH 60			
prefix & number: AM 108 and 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90, MTH 60			
prefix & number: AM 100, 106, 116, 105	<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

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

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
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 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

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Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 105	Proposed prefix and number	AM 105
Current course title:	Brake Systems I	Proposed title: (60 characters max)	Undercar Systems I
Reason for title change	Better Reflection of course content	Proposed transcript title: (30 characters max)	Undercar Systems I
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Brake Systems I Studies principles of automotive brake systems. Practice disassembly/assembly of system components using school owned equipment. Includes proper measuring and machining of brake drums and discs. Prerequisites: AM 108, 102.		Introduces principles of automotive braking systems. Practice disassembly/assembly of brake system components using school owned equipment including proper measuring and machining of brake drums and discs.	
Reason for description change:	Better reflection of 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	New learning outcomes
<ol style="list-style-type: none"> <li>1. Perform a complete vehicle brake inspection, including measurement and evaluation of the base brake friction, hydraulic, wheel bearing, parking brake and power assist components.</li> <li>2. Perform brake drum and rotor refinishing.</li> <li>3. Demonstrate professional, safe and ethical practice in the performance of brake repair.</li> <li>4. Achieve passing scores on ASE (Automotive Service Excellence) type written exams.</li> </ol> <p>AM 105, Brakes I, is the first course in a two course brake repair sequence. After successful completion of the assessment tasks for Brakes I, students will be prepared for Brakes II (AM115.) When students have successfully completed the course work for Brakes I and II, we believe they will have demonstrated these outcomes:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Perform base brake maintenance and repair with limited supervision.</li> <li>• Use a Systematic approach to determine causes and corrections of ABS brake complaints.</li> <li>• Perform brake repairs with respect for customers and co-workers welfare and property.</li> <li>• Prepare for ASE brake certification</li> </ul> <p>Documentation of student performance in the Brake course work may be used in the student's Certificate or AAS portfolio as evidence toward the achievement of the following PCC Automotive Service Technology Program Outcomes:</p> <p>A graduate of the PCC automotive Service Technology Program will be able to...</p> <ul style="list-style-type: none"> <li>• Repairs cars and light trucks with limited supervision</li> <li>• Formulates strategies and processes to solve vehicle repair problems</li> <li>• Performs vehicle repairs to the highest professional and ethical standards</li> </ul>	<p>As preparation for achieving undercar program outcomes, students will:</p> <ul style="list-style-type: none"> <li>• Perform a complete vehicle brake inspection, including measurement and evaluation of the base brake friction, hydraulic, wheel bearing, parking brake and power assist components.</li> <li>• Perform brake drum and rotor refinishing.</li> <li>• Demonstrate professional, safe and ethical practice in the performance of brake repair.</li> <li>• Achieve passing scores on ASE (Automotive Service Excellence) type written exams.</li> </ul>

Reason for change	More closely aligns with degree outcomes		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 90, RD 90, MTH 60			
prefix & number: AM 108, 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: WR 90, RD 90, MTH 60			
prefix & number: AM 100, 106, 116	<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

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

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>
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 box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
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## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 106	Proposed prefix and number	AM 107
Current course title:	Heat & Air Conditioning Sys	Proposed title:	Heating & Air Conditioning Systems
Reason for title change	Better Reflection of course	Proposed transcript title:	Heating & Air Conditioning Sys
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Heating and Air Conditioning Systems Covers theory, operation and repair of automotive heating and air conditioning systems. Work on approved customer automobiles. Includes testing and repair of electrical and vacuum circuits. Prerequisites: AM 108, AM 102, AM 101 and AM 112.		Introduces theory, operation and repair of automotive heating and air conditioning systems. Students work on approved customer automobiles includes testing and repair of HVAC control systems.	
Reason for description change:	Better reflection of course content		
	course revision 1		

**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"> <li>1. Perform heating and air conditioning system inspection, maintenance, adjustments and repair</li> <li>2. Perform engine cooling system maintenance, diagnosis and repairs as related to heating and air conditioning</li> <li>3. Use all available service information resources</li> <li>4. Demonstrates professional, safe and ethical practice in the performance of air conditioning and Heating service</li> <li>5. Use a systematic approach to determine causes and corrections of heating and air conditioning complaints</li> <li>6. Prepare for ASE air conditioning certification</li> </ol>	<ul style="list-style-type: none"> <li>• Perform heating and air conditioning system inspection, maintenance, adjustments and repair with limited supervision.</li> <li>• Perform engine cooling system maintenance, diagnosis and repairs as related to heating and air conditioning with limited supervision.</li> <li>• Communicate effectively with employers, customers and co-workers.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Develop and implement strategies and processes to solve heating and air conditioning repair problems.</li> <li>• Perform heating and air conditioning repair to the highest professional and ethical standards.</li> </ul>

Reason for change	More closely aligns with degree outcomes
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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 checked="" type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM 102, 101, 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM, 100, 106, 116	<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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 107	Proposed prefix and number	AM 103
Current course title:	Manual Drive Train & Axles	Proposed title: (60 characters max)	Drive Train Systems I
Reason for title change	Better Reflection of course content	Proposed transcript title: (30 characters max)	Drive Train Systems I

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

Current Description	Proposed Description
Manual Drive Train and Axles I Introduces various designs of manual transmissions and transaxles and to the driveline components of an automobile. Each component is covered in detail including purpose, application, operation, inspection, diagnosis and repair.	Introduces manual transmissions/transaxles, the study of power flow and diagnosis of manual transmission systems. Lecture and lab work includes proper repair procedures, component identification and service procedures performed on school owned vehicles and components.

Disassemble, inspect and assemble school owned units to obtain hands-on experience and familiarization. Prerequisite: AM 108.	
Reason for description change:	Better reflection of course content

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .			
Current learning outcomes		New learning outcomes	
1. Demonstrate manual drivetrain inspection and overhaul procedures. 2. Demonstrate professional skills and attitudes 3. Demonstrate preparedness for ASE testing by achieving passing scores on all written exams.		1. Perform manual drive train inspection, maintenance, diagnosis and repairs. 2. Access and utilize repair information in a rapidly changing technology. 3. Develop and implement strategies and processes to solve manual drive train repair problems. 4. Perform manual drive train repair to the highest professional and ethical standards.	
Reason for change	More closely aligns with degree outcomes		
<b>REQUISITES:</b> 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 checked="" type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM 108	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			

prefix & number: AM 100, 106, 116	<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

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

Please provide details, who was contacted and the resolution.

Yes No	NO
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**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

Yes No	NO
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Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
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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](http://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 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 112	Proposed prefix and number	AM 116
Current course title:	Electrical II	Proposed title:	Electrical Systems II
Reason for title change	Matches other course sequences	Proposed transcript title:	Electrical Systems II
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Electrical II Read schematics and work on charging systems and accessories. Prerequisites: AM 108, 102.		A continuation of reading of schematics, starting and charging system theory, operation, diagnosis and repair. Lecture and lab work includes proper repair procedures, component identification and service procedures performed on school owned vehicles and components.	
Reason for description change:	Better reflection of course content		
	course revision		1

**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"> <li>1. Perform simple maintenance and testing procedures of automotive charging and accessory systems</li> <li>2. Locate and use appropriate wiring schematics and electrical information using all available service resources</li> <li>3. Identify computer controlled accessories</li> <li>4. Use a systematic approach to determine causes and corrections of charging system complaints</li> <li>5. Demonstrates professional, safe, and ethical practice in the performance of electrical service</li> </ol>	<ul style="list-style-type: none"> <li>• Perform select electrical system inspection, maintenance, diagnosis and repairs relating to starting and charging systems.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Develop and implement strategies and processes to solve electrical system repair problems relating to starting and charging systems.</li> <li>• Perform electrical system repair of starting and charging systems to the highest professional and ethical standards.</li> </ul>

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

**Current prerequisites, corequisites and concurrent**

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 108, 102

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: AM 100 , 106

☒ Prerequisite

☐ Corequisite

☐ pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 113	Proposed prefix and number	AM 118
Current course title:	Engine Performance II	Proposed title: (60 characters max)	Engine Performance II
Reason for title change	Matches other course formatting	Proposed transcript title:	Engine Performance II
<p><b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below</p>			
Current Description		Proposed Description	
Engine Performance II Study the causes of air pollution, the use of the five gas analyzer, air injection systems, catalytic converters, crankcase ventilation systems, evaporation control systems and federal and state emission control laws. Prerequisite: AM 108, AM 101, AM 102, AM 103 and AM 112.		Introduces the causes of air pollution and climate change, the use of the five gas analyzer, catalytic converters, crankcase ventilation systems, evaporative control systems and federal and state emission control laws.	
Reason for change:		Better reflection of 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	New learning outcomes
<ol style="list-style-type: none"> <li>1. Perform emission control systems testing and repair procedures.</li> <li>2. Perform emission control systems testing and repair using all available service information resources. Use personal computer skills to access information and/or perform repairs.</li> <li>3. Work effectively with fellow technicians.</li> <li>4. Be prepared to take the ASE Engine Performance tests.</li> </ol>	<ul style="list-style-type: none"> <li>• Perform engine performance inspection, maintenance, diagnosis and repairs relating to emission control systems.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Develop and implement strategies and processes to solve engine performance problems relating to emission control systems.</li> <li>• Perform engine performance repair of emission control systems to the highest professional and ethical standards.</li> </ul>

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

**Current prerequisites, corequisites and concurrent**

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 108, 101, 102, 103 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: AM 100, 106, 116	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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**IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?**

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation  
term

- ☐ Next available term after approval  
☒ Specify term - Fall 2010

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

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[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan X8142
		Phone	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
		Email	
Current prefix and number	AM 115	Proposed prefix and number	AM 115
Current course title:	Brake Systems II	Proposed title:	Undercar Systems III
Reason for title change	Better Reflection of course content	Proposed transcript title:	Undercar Systems III
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Brake Systems II Brake diagnosis and repair of base brakes and anti-lock systems in a laboratory/shop setting. Covers how to do complete brake inspections and determine what repairs are needed. Ordering parts and completing repairs under close instructor supervision. Prerequisites: AM 108, 102, 105.		Covers diagnosis and repair of steering system service, suspension system service and 4-wheel alignments in a laboratory/shop setting. Includes how to perform complete , steering and suspension system inspections and determine what repairs are needed, order parts and complete repairs under close instructor supervision. Vehicles serviced are drawn from a pool of customer, or school owned vehicles.	
Reason for description change:		Better reflection of course content	

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .			
Current learning outcomes		New learning outcomes	
<ul style="list-style-type: none"> <li>Perform base brake maintenance and repair with limited supervision.</li> <li>Use a Systematic approach to determine causes and corrections of ABS brake complaints.</li> <li>Perform brake repairs with respect for customers and co-workers welfare and property.</li> </ul> <p>Documentation of student performance in the Brake course work may be used in a student's Certificate or AAS portfolio as evidence toward the achievement of the following PCC Automotive Service Technology Program Outcomes:</p> <p>A graduate of the PCC automotive Service Technology Program will be able to:</p> <ul style="list-style-type: none"> <li>Repair cars and light trucks with limited supervision</li> <li>Formulate strategies and processes to solve vehicle repair problems</li> <li>Perform vehicle repairs to the highest professional and ethical standards</li> </ul>		<ul style="list-style-type: none"> <li>Perform comprehensive, steering and suspension system inspection, maintenance, diagnosis and repairs with limited supervision.</li> <li>Communicate effectively with employers, customers and co-workers.</li> <li>Access and utilize repair information in a rapidly changing technology.</li> <li>Develop and implement strategies and processes to solve, steering and suspension system repair problems.</li> <li>Perform, steering and suspension system repair to the highest professional and ethical standards.</li> </ul>	
Reason for change	More closely aligns with degree outcomes		
<b>REQUISITES:</b> 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 checked="" type="checkbox"/> Placement into: . WR 90, RD 90, MTH 60			
prefix & number: AM 108, 102, 105	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90, MTH 60			
prefix & number: AM 100, 106, 116, 104, 105	<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
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<b>IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
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 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 117	Proposed prefix and number	AM 113
Current course title:	Manual Drive Train & Axles	Proposed title:	Drive Train Systems III
Reason for title change	Better Reflection of course content	Proposed transcript title	Drive Train Systems III
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Manual Drive Train and Axles II Work on approved customer automobiles diagnosing and servicing components of standard transmissions/transaxles. Provides realistic understanding of procedures which take place in an automotive repair facility each day. Prerequisites: AM 108, 107.		Introduces work on approved customer vehicles diagnosing and servicing automatic and manual drive train customer concerns. Provides a realistic experience and develops an understanding of procedures, which take place daily in an automotive repair facility.	
Reason for description change:	Better reflection of 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	New learning outcomes
<ul style="list-style-type: none"> <li>Perform transmission / transaxle and drivetrain maintenance, adjustments or repairs with limited supervision to industry standards.</li> <li>Uses a systematic approach to determine causes and corrections of transmission / transaxle and drivetrain complaints.</li> <li>Performs transmission / transaxle and drivetrain repairs with respect for customers and co-workers welfare and property</li> </ul>	<ul style="list-style-type: none"> <li>Perform manual and automatic drive train inspection, maintenance, repair and diagnosis with limited supervision.</li> <li>Communicate effectively with employers, customers and co-workers.</li> <li>Access and utilize repair information in a rapidly changing technology.</li> <li>Develop and implement strategies and processes to solve manual and automatic drive train repair problems.</li> <li>Perform manual and automatic drive train repair to the highest professional and ethical standards.</li> </ul>

Reason for change

More closely aligns with degree outcomes

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

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

#### Current prerequisites, corequisites and concurrent

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 108, 107

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

#### Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 100, 106, 116, 102, 103

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

Please provide details, who was contacted and the resolution.	
Yes	NO
No	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes	NO
No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
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 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

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## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 122	Proposed prefix and number	AM 126
Current course title:	Electrical III	Proposed title: (60 characters max)	Electrical Systems III
Reason for title change	Better Reflection of course	Proposed transcript title:	Electrical Systems III
<p><b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below</p>			
Current Description		Proposed Description	
<p>Electrical III Work on approved automobiles and study how to diagnose electrical problems, read schematics, use test equipment, perform satisfactory wire connections, test, repair, and/or replace electrical units. Prerequisites: AM 102, 108 and 112.</p>		<p>Introduces customer work on approved automobiles including diagnosis of electrical problems, reading of schematics, use of test equipment, satisfactory completion of wire connections, testing, repair, and/or replacement of electrical units.</p>	
Reason for description change:		Better reflection of 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	New learning outcomes
<ol style="list-style-type: none"> <li>1. Perform electrical maintenance, testing, diagnosis and repair with limited supervision</li> <li>2. Perform electrical repairs using all available service information resources</li> <li>3. Perform electrical repairs with respect for customers' and co-workers' welfare and property</li> <li>4. Use a systematic approach to determine causes and corrections of electrical complaints</li> <li>5. Prepare for ASE electrical certification</li> </ol>	<ul style="list-style-type: none"> <li>• Perform comprehensive electrical system inspection, maintenance, diagnosis and repairs.</li> <li>• Communicate effectively with employers, customers and co-workers.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Develop strategies and processes to solve electrical system repair problems.</li> <li>• Perform electrical system repair to the highest professional and ethical standards.</li> </ul>

Reason for change	More closely aligns with degree outcomes
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**REQUISITES:** Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

#### Current prerequisites, corequisites and concurrent

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 102, 108, 112	<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

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 100, 106, 116	<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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
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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](http://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 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 123	Proposed prefix and number	AM 128
Current course title:	Engine Performance III	Proposed title: (60 characters max)	Engine Performance III
Reason for title change	Matches other course formatting	Proposed transcript title:	Engine Performance III
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Engine Performance III Study the operation, servicing and testing of electronic fuel injection systems, on board diagnostics I and II, idle control systems. Students will diagnose failed fuel injection vehicles. Prerequisites: AM 108, AM 101, AM 102, AM 103, AM 113 and AM 112.		Introduces the operation, service and testing of fuel management systems, on board diagnostics and idle control systems. Students diagnose failed fuel management systems.	
Reason for description change:	Better reflection of 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		New learning outcomes			
1. Perform fuel injection testing and repair procedures. 2. Perform fuel injection testing and repair using all available service information resources. Use personal computer skills to access information and/or perform repairs. 3. Perform On-board diagnostic test procedures. 4. Work effectively with fellow technicians. 5. Be prepared to take the ASE Engine Performance tests		<ul style="list-style-type: none"> <li>Perform engine performance inspection, maintenance, diagnosis and repairs relating to fuel management systems, idle control systems and on board diagnostic systems.</li> <li>Access and utilize repair information in a rapidly changing technology.</li> <li>Develop and implement strategies and processes to solve engine performance problems relating to fuel management systems, idle control systems and on board diagnostic systems.</li> <li>Perform engine performance repair of fuel management systems, idle control systems and on board diagnostic systems to the highest professional and ethical standards.</li> </ul>			
Reason for change	More closely aligns with degree outcomes				
<b>REQUISITES:</b> 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 checked="" type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60					
prefix & number: AM 108, 101, 102, 103, 113, 112		<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent					
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
<input type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60					
prefix & number: AM 100, 106, 116		<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	
<b>IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?</b>					
Please provide details, who was contacted and the resolution.					
Yes	NO				
No					

<b>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?</b>		
Please provide details, who was contacted and the resolution.		
Yes No	NO	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010	
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>		

<b>Section # 2 Department Review</b>		
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 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 127	Proposed prefix and number	AM 102
Current course title:	27: Auto Trans/Transaxle I	Proposed title: (60 characters max)	Drive Train Systems II
Reason for title change	Better Reflection of course content	Proposed transcript title: (30 characters max)	<a href="#">Drive Train Systems II</a>

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

Current Description	Proposed Description
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Unit 27: Automatic Transmission/Transaxle I Work on automatic transmissions/transaxles and study how to trace the power flow, diagnose problems, disassemble, inspect and evaluate, clean and layout components. Reassemble and adjust transmission, and test the unit for its proper operation. Prerequisites: AM 108, 102.	Introduces automatic transmissions/transaxles, the study of power flow and diagnosis of automatic transmission mechanical and hydraulic systems. Lecture and lab topics include proper rebuild procedures, component identification and dynamometer testing of a student built automatic transmission.
Reason for description change:	Better reflection of course content

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .			
Current learning outcomes		New learning outcomes	
1. Performs automatic transmission/transaxle repairs and overhaul procedures with limited supervision. 2. Formulates strategies and processes to solve automatic transmission/transaxle repair problems. 3. Performs automatic transmission/transaxle repairs to the highest professional and ethical standards. 4. Demonstrates preparation for automatic transmission/transaxle diagnosis by explaining power-flow.		1. Perform automatic drive train inspection, maintenance, diagnosis and repairs. 2. Access and utilize repair information in a rapidly changing technology. 3. Develop and implement strategies and processes to solve automatic drive train repair problems. 4. Perform automatic drive train repair to the highest professional and ethical standards.	
Reason for change		More closely aligns with degree outcomes	
<b>REQUISITES:</b> 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 checked="" type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM 108, AM 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM 100, 106, 116,	<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

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

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

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 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 133	Proposed prefix and number	AM 200
Current course title:	Engine Performance IV	Proposed title: (60 characters max)	Auto Shop Lab I
Reason for title change	Better Reflection of course content	Proposed transcript title: (30 characters max)	<b>Auto Shop Lab I</b>

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

Current Description	Proposed Description
Engine Performance IV Continuation of Unit 23. Prerequisites: AM 108, AM 101, AM 102, AM 103, AM 113, AM 123 and AM 112.	Capstone course encompassing all theory and application of prerequisite courses in a live shop setting. Emphasis on advanced engine performance theory will be present. First class in a three course sequence. This class may be repeated one time for credit.
Reason for description change:	Better reflection of 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	New learning outcomes
<ol style="list-style-type: none"> <li>1. Perform fuel injection testing and repair procedures.</li> <li>2. Perform fuel injection testing and repair using all available service information resources. Use personal computer skills to access information and/or perform repairs.</li> <li>3. Perform On-board diagnostic test procedures</li> <li>4. Work effectively with fellow technicians.</li> <li>5. Be prepared to take the ASE Engine Performance tests</li> </ol>	<ul style="list-style-type: none"> <li>• Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision.</li> <li>• Communicate effectively with employers, customers and co-workers.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Implement strategies and processes to solve basic vehicle repair problems.</li> <li>• Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.</li> </ul>

Reason for change

More closely aligns with degree outcomes

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

**Current prerequisites, corequisites and concurrent**

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: insert current prerequisites here

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 100, 106, 116

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
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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](http://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 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

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[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	<a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 143	Proposed prefix and number	AM 210
Current course title:	Engine Performance V	Proposed title:	Auto Shop Lab II
Reason for title change	Better Reflection of course content	Proposed transcript title:	<b>Auto Shop Lab II</b>

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

Current Description	Proposed Description
Engine Performance 5 Work on approved customer vehicles and perform maintenance and/or drivability hands on work much the same as would be done in the repair industry. Prerequisites: AM 108, 101, 102, 103, 113, 123, 133.	Continuation of the capstone course in which students work on approved customer vehicles and perform maintenance, repair and/or drivability work in a live shop setting. Course will include an emphasis on alternative fuel vehicle technologies. Second class in a three course sequence. This class may be repeated one time for credit.
Reason for description change:	Better reflection of 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		New learning outcomes	
<ol style="list-style-type: none"> <li>1. Explain in writing, (or verbally), engine performance repairs to a customer, co-worker or employer.</li> <li>2. Perform engine performance testing and repair using all available service information resources. Use personal computer skills to access information and/or perform repairs.</li> <li>3. Perform engine performance maintenance, adjustments or repairs with limited supervision.</li> <li>4. Work effectively with fellow technicians.</li> <li>5. Apply knowledge of integrated engine performance systems to develop diagnostic strategies.</li> <li>6. Be prepared to take the ASE Engine Performance tests</li> </ol>		<ul style="list-style-type: none"> <li>• Perform select vehicle inspection, maintenance, diagnosis and repairs with limited supervision.</li> <li>• Communicate effectively with employers, customers and co-workers.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Implement strategies and processes to solve select vehicle repair problems.</li> <li>• Perform select vehicle diagnosis and repair to the highest professional and ethical standards.</li> </ul>	
Reason for change	More closely aligns with degree outcomes		
<p><b>REQUISITES:</b> Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: insert current prerequisites	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR 90, RD 90 and MTH 60			
prefix & number: AM 100, 106, 116, 200	<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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
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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](http://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 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 <a href="mailto:samorgan@pcc.edu">samorgan@pcc.edu</a>
Current prefix and number	AM 153	Proposed prefix and number	AM 220
Current course title:	Engine Performance VI	Proposed title: (60 characters max)	Auto Shop Lab III
Reason for title change	Better Reflection of course content	Proposed transcript title: (30 characters max)	<b>Auto Shop Lab III</b>
<p><b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below</p>			
Current Description		Proposed Description	
Engine Performance VI Continuation of AM 143. Prerequisites: AM 108, 101, 102, 103, 113, 123, 133, 143.		Final capstone course in which students work on approved customer vehicles and perform maintenance, repair and/or drivability work in a live shop setting. Third class in a three course sequence. This class may be repeated one time for credit.	
Reason for description change:	Better reflection of 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	New learning outcomes
<ol style="list-style-type: none"> <li>1. Explain in writing (or verbally), engine performance repairs to a customer, co-worker or employer.</li> <li>2. Perform engine performance testing and repair using all available service information resources. Use personal computer skills to access information and/or perform repairs.</li> <li>3. Perform engine performance maintenance, adjustments or repairs with limited supervision.</li> <li>4. Work effectively with fellow technicians.</li> <li>5. Apply knowledge of integrated engine performance systems to develop diagnostic strategies.</li> <li>6. Be prepared to take the ASE Engine Performance tests</li> </ol>	<ul style="list-style-type: none"> <li>• Perform comprehensive vehicle inspection, maintenance, diagnosis and repairs with limited supervision.</li> <li>• Communicate effectively with employers, customers and co-workers.</li> <li>• Access and utilize repair information in a rapidly changing technology.</li> <li>• Implement strategies and processes to solve vehicle repair problems.</li> <li>• Perform comprehensive vehicle diagnosis and repair to the highest professional and ethical standards.</li> </ul>

Reason for change

More closely aligns with degree outcomes

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

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

#### Current prerequisites, corequisites and concurrent

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

☒ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: current prerequisites here

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

#### Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: . WR 90, RD 90 and MTH 60

prefix & number: AM 100, 106, 116, 200, 210

☒ Prerequisite

☐ Corequisite

☐ pre/con

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

Please provide details, who was contacted and the resolution.	
Yes No	NO

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
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 box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Occupational Skills Training	Submitter name Phone Email	Sandy Schramm 503-788-6132 sschramm@pcc.edu
Current prefix and number	OST 101	Proposed prefix and number	
Current course title	Occupational Skills Training	Proposed title (60 characters max)	
Reason for title change	No change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Unique off-campus training program which provides an opportunity to develop marketable job skills in areas not normally addressed by on-going programs. Custom designed training tailored to individual abilities, skills and interests. Program permission required.	Provides the opportunity for students to receive instruction in a specific occupational area not normally addressed by on-going PCC programs. An individualized course in consultation with the student, PCC faculty, PCC OST coordinators, work-site supervisors, and agency representatives(s), if appropriate. An interview with an OST coordinator is required for assessment, to determine the specific occupation and to approve a suitable training site and its availability. Prerequisites are determined by the specific occupational standards.

Reason for change	To bring the course description in line with the catalog program description. This was part of a statewide task force for OST programs. To clarify the OST course entry process.
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**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> <li>• Demonstrate professional competence in the occupation selected for job learning/skill improvement</li> <li>• Demonstrate a positive attitude toward training</li> <li>• Maintain positive relations with others at training site</li> <li>• Meet standards of attendance established by training site</li> <li>• Meet quality of work standards established by training site</li> <li>• Present appropriate dress and hygiene for the industry/occupation and the training site</li> <li>• Demonstrate safety awareness within the guidelines established by the training site</li> <li>• Identify strengths and challenges in the performance of individualized learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Use industry specific vocabulary and tools effectively.</li> <li>• Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect.</li> <li>• Understand and apply the safety standards of the work site and the industry.</li> <li>• Use written and oral communication appropriate for the occupation or industry.</li> <li>• Use workplace math skills appropriate for the occupation or industry.</li> <li>• Be prepared to enter the occupation of choice with entry-level skills.</li> </ul>

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

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

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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Sandy Schramm	<a href="mailto:sschramm@pcc.edu">sschramm@pcc.edu</a>	3/16/10
SAC Administrative Liaison	Email	Date
Julie Kopet, Division Dean	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	3/16/10

Curriculum Request Form  
Related Instruction

Current Course Number: OST 101

Current Course Title: Occupational Skills Training

Computation Hours: 65

Content (Activities, Skills, Concepts, etc.): Through direct instruction and practicing skills:  
Example

◆ Student maintain a cash drawer daily, receiving fees for licenses and permits, calculating change for customers, and accounting for monies received.

◆ Student uses bookkeeping procedures to balance receipts at end of each day.

◆ Student calculates monies available and prepares bank statements.

Example

◆ Student restocks code carts according to par levels and current supply lists and documents on code cart log

◆ Student maintains an inventory of sterile supplies and equipment.

◆ Student compares content of prepared sterile and non-sterile trays with orders from nursing and other patient care departments.

◆ Student prioritizes and coordinates instrument and supply availability with surgery requirements.

Example

◆ Student calculates lbs/day of solids in the liquid being tested using factors such as flow rate, volume, % of solids and time.

◆ Student calculates solids in a liquid using known volume, known weight and % ratio.

◆ Student calculates the amount of time a liquid has been held in a process unit such as a clarifier or contact chamber.

◆ Student determines level of dissolved oxygen content using the Winkler Method.

◆ Student completes DEQ Math for Wastewater Treatment Operators seminar.

Communication Hours: 30

Content (Activities, Skills, Concepts, etc.): Through direct instruction and practicing skills:  
Example

- ◆ Student assists customers to register vehicles by explaining the use of forms and by inspecting supportive documents for accuracy and completeness.

- ◆ Students administer, correct, and explain law test for driver license.

- ◆ Student administers and interprets vision test for driver license.

- ◆ Student prepares daily reports accounting for documents and monies received.

Example

- ◆ Student maintains records of equipment function.

- ◆ Student maintains daily record of work flow

- ◆ Student communicates with respect for coworkers differences while effectively accomplishing tasks.

- ◆ Student attends and participates in staff meetings.

- ◆ Student demonstrates effective communication skills: appropriate body language, tone of voice and listening skills.

Example

- ◆ Student reads and understands the plant O&M manuals.

- ◆ Student reads and records information in shift log, on checklists and forms.

- ◆ Student monitors, records and interprets gauge, meter, and control panel.

- ◆ Student reads and understands the NPDES permit.

Human Relations Hours: 30

Content (Activities, Skills, Concepts, etc.):

Through direct instruction and practicing skills:

Example

- ◆ Student assists the public to register vehicles.

- ◆ Student interprets and applies Oregon State and DMV rules and regulations when dealing with the public for vehicle registration and driver license application.

- ◆ Student assists the public in applying for driver license, vehicle registrations, identification cards, and special permits required.

- ◆ Student follows DMV procedures and guidelines for effectively handling the public in a courteous manner.

Example

- ◆ Student interacts with hospital staff in process of conducting

rounds on all nursing units to gather equipment for processing.

◆ Student maintains customer service focus while communication in stressful situation in the hospital.

◆ Student functions cooperatively as a member of a team in the hospital (role assignments for the shift, etc.).

◆ Student uses appropriate problem solving methods to deal with conflict in a hospital setting.

◆ Student prioritizes multiple tasks and requests in a stressful situation.

Example

◆ Student maintains cooperative relationships with other operators and plant staff.

◆ Student makes routine operation decisions but seeks direction when necessary.

◆ Student recognizes and reports operation and maintenance abnormalities.

◆ Student performs routine inspection and servicing in coordination with maintenance personnel.

Contact Name:

Sandy Schramm

Contact Email:

[sschramm@pcc.edu](mailto:sschramm@pcc.edu)

## Portland Community College

## Course Revision

What do you want to change?

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

☒ course number

☐ title

☒ description

☐ prerequisites and co-requisites

☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Occupational Skills Training	Submitter name	Sandy Schramm
		Phone	503-788-6132
		Email	sschramm@pcc.edu
Current prefix and number	PST 099	Proposed prefix and number	OST 099
Current course title	On-the-Job Evaluation	Proposed title (60 characters max)	
Reason for title change	State Requirement that we change all PST to OST	Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
This course is provided to evaluate work traits, aptitudes, limitation, potentials and habits in an actual job environment, with specific focus on a particular occupation or industry.		Designed to evaluate work traits. aptitudes, limitations, potentials and habits in an actual work environment, with specific focus on a particular occupation or industry. Instructor permission required.	
Reason for change	To add the instructor permission requirement.		

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

Current learning outcomes	New learning outcomes
This course may assist the student and the referral source in determining if an occupational goal or a specific job is a good match. It may help determine if a student is physically able to perform the work related to a specific job. It may determine or verify the student's skill levels in a realistic work environment. It may also determine whether the Professional Skills Training program is a good option for the student.	<ul style="list-style-type: none"> <li>• Compare and evaluate individual work traits, skill and aptitudes with occupation of interest requirements.</li> <li>• Compare and evaluate physical capacities required in occupation of interest and compare them in a realistic environment.</li> <li>• Verify choice of occupational goal through hands-on activity</li> <li>• Determine suitability for participation in Occupational Skills Training program (OST 101)</li> </ul>

Reason for change

To update and clarify outcomes

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

**Current prerequisites, corequisites and concurrent**

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

☐ Placement into: .

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

**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into: .

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

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

Please provide details, who was contacted and the resolution.

Yes  
No

No. Course developed specifically to coordinate with OST 101

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sandy Schramm	<a href="mailto:sschramm@pcc.edu">sschramm@pcc.edu</a>	3/16/10
SAC Administrative Liaison	Email	Date
Julie Kopet, Division Dean	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	3/16/10

## 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Physical Education	Submitter:	Janeen Hull
Course Prefix and Number:	PE 186 E	Phone Email	4042 Jan.hull@pcc.edu
Course Title: <small>60 characters max</small>	Ballroom II	# Credits:	1
Transcript Title <small>(30 characters max)</small>	Ballroom II	Contact hours <small>(refer to help guide if necessary)</small>	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes	Course Number and Title
		<input type="checkbox"/> No	D 184 B Ballroom II
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>			
Course Description: <small>(field will expand as needed)</small>	Continues the development of skills in ballroom dance at an intermediate level as well as enriching the depth of the dance technique and complexity of choreography. Focus placed on: appropriate partnering in order to lead or follow, rhythm, style, and phrasing. Danced may include: Waltz, Foxtrot, Tango, Quickstep, Rumba, Cha-Cha, Swing, Samba, Jive and Night Club Two Step. Course may be taken a total of 3 times for credit		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

☐ Placement into:

☐ Placement into:

course prefix & number: D 184 or PE 186D

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to Course Description:	
<b>LEARNING OUTCOMES:</b> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Use increased spatial awareness, partnering skills, and coordination in order to build social connections and help make social choices.</li> <li>2. Practice social skills in class community in order to acknowledge diversity and develop tolerance, support, and attentiveness towards other human beings.</li> <li>3. Appreciate ballroom dance as an art form and understand how it fits in with other areas of dance.</li> <li>4. Use developed skills in improvisation to promote creative problem solving.</li> </ol>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Participation</li> <li>2. Creative Projects</li> <li>3. Practical Evaluation</li> </ol> <p>Other assessment strategies may include:</p> <ol style="list-style-type: none"> <li>1. Group or individual choreography</li> <li>2. Written exam to test knowledge or terminology and/or history</li> <li>3. Research paper</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Structure:</p> <p>Skill introduction and review</p> <p>New pattern presentation</p> <p>Practice with rotating partners</p> <p>Improvisational dance and practice time</p> <p>Movement:</p> <p>Footwork and floor craft specific to each dance</p> <p>Appropriate styling and musicality</p> <p>Improvised sequences</p> <p>Skill development and variations</p> <p>Theory:</p> <p>Familiarity with origins, history, and styling of each dance</p> <p>Recognition of music used to accompany individual dances</p> <p>Ability to dance written patterns</p>
Reason for the new course	Dance program expansion and PE cross-lists appropriate courses with Dance to allow the the dance LDC as one credit of physical education - foundational requirement of AAOT.

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	LDC as one credit of physical education - foundational requirement of AAOT University of Oregon
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 type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details): <i>SEE ABOVE - AAOT</i>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# 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.	Yes – Dance 184 B – Ballroom II YES - This is a course for cross-list with Dance.	

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.	YES - This is a course for cross-list with Dance. Heidi Diaz created/developed the course for Dance and asked that we Cross-list the course.
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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.	This is a course for cross-list with Dance.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Janeen Hull	<a href="mailto:Jan.hull@pcc.edu">Jan.hull@pcc.edu</a>
SAC Administrative Liaison	Email
John Saito	<a href="mailto:john.saito15@pcc.edu">john.saito15@pcc.edu</a>
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 <sup>th</sup> 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Physical Education	Submitter:	Janeen Hull	
Course Prefix and Number:	PE 186 S	Phone	4042	
		Email	<a href="mailto:Jan.hull@pcc.edu">Jan.hull@pcc.edu</a>	
Course Title: <small>60 characters max</small>	Hip Hop II	# Credits:	1	
Transcript Title <small>(30 characters max)</small>	Hip Hop II	Contact hours <small>(refer to help guide if necessary)</small>	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30	
Grading option. Check all that apply	<input checked="" type="checkbox"/> A-F <input checked="" type="checkbox"/> P-NP <input checked="" type="checkbox"/> Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes	Course Number and Title D 177 B Hip Hop II	
		<input type="checkbox"/> No		
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>				
Course Description: <small>(field will expand as needed)</small>	Designed to continue the development of Hip Hop dance at an intermediate level with a focus on longer, more challenging phrases and performance aspects. Emphasis will be placed on the development of correct technique, strength and flexibility, musicality, and individual expression through movement. Course may be taken a total of three times for credit.			
Begin the course description with an active verb. Include recommendations in the description.				

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website [pcc.edu/curriculum](http://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: PE 186 R or D 177, or instructor approval	<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

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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Draw from Hip Hop dance skills to understand Hip Hop as a cultural phenomenon and how Hip Hop fits into the American culture.</li> <li>2. Use learned improvisational skills in order to promote creative problem solving.</li> <li>3. Create health and wellbeing via physical activity, self-expression, and group interaction.</li> </ol>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Outcome Assessment Strategies will include:</p> <ul style="list-style-type: none"> <li>• Attendance and participation</li> <li>• Creative Projects</li> <li>• Group or individual choreography</li> </ul> <p>Other Assessment Strategies may include:</p> <ul style="list-style-type: none"> <li>• Practical evaluation (exercises, floor work)</li> <li>• Group or individual choreography</li> <li>• Written exam to test knowledge of terminology and/or history</li> <li>• Research paper</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Structure</p> <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Isolations</li> <li>• Strengthening exercises and floor work prep</li> <li>• Locking or other upper body work</li> <li>• Skill development</li> <li>• Longer phrases and/or choreography</li> <li>• Improvisation</li> <li>• Cool down/stretch</li> </ul> <p>Movement</p> <ul style="list-style-type: none"> <li>• Axial and Locomotor movements</li> <li>• Ability to subdivide duple pulse, use accent, and syncopated rhythms</li> <li>• Isolations</li> <li>• Demonstrate different qualities of movement</li> <li>• Use waving, locking, and other arm gestures specific to Hip Hop vocabulary</li> <li>• Basic floor work: Six step, CC, and freezes</li> <li>• “Toprock” movements</li> <li>• Improvised sequences and/or musical interpretation</li> </ul>

Reason for the new course	Dance program expansion and PE cross-lists appropriate courses with Dance to allow the the dance LDC as one credit of physical education - foundational requirement of AAOT.
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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	LDC as one credit of physical education - foundational requirement of AAOT University of Oregon
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 type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) <i>SEE ABOVE - AAOT</i>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D 299 Hip Hop II @ University of Oregon
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# 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	Yes – D 177 B Hip Hop II	

other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	YES - This is a course for cross-list with Dance.
--	---

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.	YES - This is a course for cross-list with Dance. Heidi Diaz created/developed the course for Dance and asked that we Cross-list the course in PE.
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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.	This is a course for cross-list with Dance.
--	---

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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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
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@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 <sup>th</sup> floor.	