

CURRICULUM/GEN ED COMMITTEE
 a standing committee of the Education Advisory Committee
 Agenda
 May 5, 2010
 Sylvania CC, Conference Rm B

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

Experimental Courses:

PE 199E – East Coast Swing
 PE 199D – Conditioning for Dance
 PE 199C – Introduction to Dance
 D 199N – Introduction to Dance

Course Inactivation:

All TE (Trades Extension) courses

Available Grading Option:

CAS 280W – CE: Web Site Development
 AD 270A – Practicum
 AD 270C – Prevention Practicum
 AD 278 – Practicum Preparation
 LAT 217 – Landscape Drafting
 LAT 278 – Oregon LCP Exam Preparation
 LAT 214 – Plant Composition 1
 LAT 219 – Landscape Illustration
 SOC 280A – Cooperative Education: Sociology
 SOC 280B – Community Service and Action Seminar

Old Business:

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

New Business:

291. FP 232 – Pump Const& Hydraulics II
 Course Revision – Title, Des, Req, Out

292. CG 114 – Financial Survival for College Students
Course Revision – Des

293. GRN 172- Adult Care Home Training
New Course

294. GRN 268 – Techniques and Adaptive Strategies in Therapeutic Horticulture
Course Revision – Requisites

295. GRN 269 – Therapeutic Horticulture Skills I
Course Revision – Requisites

296. GRN 270 – Therapeutic Horticulture Programming for Older Adults and Children
Course Revision – Requisites

297. GRN 271 - Therapeutic Horticulture Skills II
Course Revision – Requisites

298. GRN 272 – Therapeutic Garden Design, Maintenance & Programming
Course Revision – Requisites

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Occupational Skills Training	Submitter name	Sandy Schramm
		Phone	503-788-6132
		Email	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"> • Demonstrate professional competence in the occupation selected for job learning/skill improvement • Demonstrate a positive attitude toward training • Maintain positive relations with others at training site • Meet standards of attendance established by training site • Meet quality of work standards established by training site • Present appropriate dress and hygiene for the industry/occupation and the training site • Demonstrate safety awareness within the guidelines established by the training site • Identify strengths and challenges in the performance of individualized learning objectives 	<ul style="list-style-type: none"> • Use industry specific vocabulary and tools effectively. • Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect. • Understand and apply the safety standards of the work site and the industry. • Use written and oral communication appropriate for the occupation or industry. • Use workplace math skills appropriate for the occupation or industry. • Be prepared to enter the occupation of choice with entry-level skills.

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

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

Placement into: .

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

<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	

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

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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
<p>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.</p>	<ul style="list-style-type: none"> • Compare and evaluate individual work traits, skill and aptitudes with occupation of interest requirements. • Compare and evaluate physical capacities required in occupation of interest and compare them in a realistic environment. • Verify choice of occupational goal through hands-on activity • Determine suitability for participation in Occupational Skills Training program (OST 101)

Reason for change	To update and clarify 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 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. Course developed specifically to coordinate with OST 101
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	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sandy Schramm	sschramm@pcc.edu	3/16/10
SAC Administrative Liaison	Email	Date
Julie Kopet, Division Dean	jkopet@pcc.edu	3016/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection	Submitter name	Doug Smith
		Phone	503-978-5582
		Email	Doug.smith@pcc.edu
Current prefix and number	FP 232	Proposed prefix and number	N/A
Current course title	Pump Const & Hydraulics II	Proposed title (60 characters max)	Fire Apparatus Driver/Operator II
Reason for title change	The new title better reflects to contents of the course and is in line with NFPA 1002 standard title and Department of Public Safety Standards and Training course.	Proposed transcript title (30 characters max)	N/A

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

Current Description	Proposed Description
Practical procedures, techniques, and safety precautions used during apparatus operations. Covers the history and development of fire apparatus capabilities, pump construction, procedures for operation and hydraulic formulas used to calculate flow requirements. Operational techniques required to operate an engine at a multiple alarm fire will be practiced.	Covers practical procedures, techniques, and safety precautions used during apparatus operations. Includes the history and development of fire apparatus capabilities, pump construction, procedures for operation and hydraulic formulas used to calculate flow requirements. Knowledge and skills acquired during classroom instruction will be applied in drill ground operations.

FSAB Apparatus Operator II (26-01), (26-02), (26-03). Pre-requisite: FP 132	
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Reason for change	Removal of FSAB reference which no longer exists. Create a more accurate description of class 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
<ul style="list-style-type: none"> • Describe Different types of pump construction, principles of pump design, operation, capabilities, power transfer, water supply, and procedures for trouble shooting to correct operational problems. • Define terminology used in fire service hydraulics and demonstrate written and field hydraulic formula calculations. • Demonstrate procedures for pumping with fire service apparatus during multi-engine operations and identify apparatus gauges and control devices. • Demonstrate hydraulic calculations involving multiply supply lines, operational lines, appliances, water sources, and friction loss factors. • Demonstrate and describe operational techniques and driving techniques under varying weather and emergency conditions. • Demonstrate and describe various defensive driving techniques and describe current legal statues that regulate the operation of emergency vehicles. • Demonstrate the use of maintenance schedules, reports, and corrective measures and vehicle care. 	<p>Student will meet National Fire Protection Association 1002, Standard for Fire Apparatus Driver/Operator Professional Qualifications, 2009 Edition Chapter 5, Apparatus Equipped with Fire Pump excluding producing a foam fire stream.</p>

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FP 132	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FP 200	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	04-05-2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?
 Check all that apply- double click on the box to open the task window

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	CG	Submitter name Phone Email	Michael Morrow 503-977-4456 mmorrow@pcc.edu
Current prefix and number	114	Proposed prefix and number	
Current course title:	Financial Survival for College Students	Proposed title: (60 characters max)	
Reason for title change		Proposed transcript title: (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
		Please add to approved description: "CG 114 and BA 114 are equivalent. Only one may be taken for credit."	

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

Current learning outcomes	New learning outcomes

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

Current prerequisites, corequisites and concurrent

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
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

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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 Next available term after approval
 Specify term

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department:	Gerontology	Submitter name phone and email	Jan Abushakrah, 503 9774077, jabushak@pcc.edu
Prefix and Course Number:	GRN172	Credits:	2
Course Title: (60 characters max)	Adult Care Home Training	Transcript Title (30 characters max)	Adult Care Home Training
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: Lec/lab: 40 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course or program fee: (Identify only fees which are independent of the standard lab fee)

Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)

Introduces the issues prospective operators and resident managers of Adult Care Homes (ACH) will face providing care and services to residents who live in adult care homes. The course uses State of Oregon approved Adult Care Home Program curriculum and includes demonstrations and practice in the social model of care giving.

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Prepares providers who want to work in or operate adult care homes. An Adult Care Home is a licensed facility where persons who are dependent, older and/or have disabilities, live and receive care and services from a paid care provider who is not related to them by blood,		

adoption, or marriage. An ACH provides a viable alternative care for older adults and others requiring assisted living, but who prefer a non-institutional setting. A range of services are provided that can accommodate people needing minimal to heavy care, emphasizing the resident's independence.

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

Outcomes: (Use observable and measurable verbs)	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Perform all responsibilities of the operation of an adult care home and its person-centered care for residents, according to State of Oregon regulations in a homelike atmosphere. • Screen for care and service needs, including appropriate behavior towards residents with disabilities, issues related to accessibility for persons with disabilities, medication management, nutrition, communications skills, and common chronic diseases, syndromes and conditions which may affect residents. • Prepare for the State of Oregon qualifying examination for operators and resident managers.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Lecture and discussion on key concepts, issues and skills. • Demonstrations, role playing, and practice of key person-centered care elements. • Service/care plan demonstrations and practice on the elements in the care plan, assessment, documentation, implementation, and communication with state and county licensing agencies, family members, medical teams, and the individual in care. • Demonstrations and practice on the hierarchy of reporting responsibility for medical emergencies, suspected elder abuse, and care concerns.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1) A variety of assignments will be used to facilitate skill and knowledge acquisition. 2) Assessments in the form of quizzes and other types of objective tests may be used. 3) Participants who complete the course may become eligible to take the State of Oregon qualifying examination, if they meet additional requirements
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Person-Centered and Person-Directed Care Model Social Model versus Medical Model Resident's Bill of Rights Activities of Daily Living and Instrumental Activities of Daily Living Service/Care Plans and Basic Care Essentials Chronic Illnesses and Disabilities: Assessment and Care Medications Management Nutrition and Special Needs Meal Planning Licensing, Operating and Facilities Standards Standards for operators, resident managers and caregivers Abuse, Neglect, and Exploitation</p>

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

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

Rationale for the new course.	Fits with Gerontology Program goal to provide comprehensive courses in major career areas, including long term care. The course provides a good foundation course for the Advanced Behavioral & Cognitive Care Certificate, and other career paths in Gerontology.
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):	Gerontology	# credit: 43
Name of degree(s):	AAS in Gerontology	# 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:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	The course could transfer at the CTE, lower-division level.
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	Through spring term 2009, a similar non-credit course was offered through IHP, but in the Fall 2009 term, the course ceased to be offered at PCC. As a

acknowledgments and/or agreements that have been reached	courtesy, we consulted with the Interim Director of CLIMB for Health Professionals, Sheila Meserschmidt, about our intent to return this course to PCC as a credit course in Gerontology. She and the Executive Director of CLIMB, John Moscicki, gave their approval for us to proceed in March 2010.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	4/12/2010
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	4/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 503 9774077, jabushak@pcc.edu
Current prefix and number	GRN268	Proposed prefix and number	Same
Current course title	Techniques and Adaptive Strategies in Therapeutic Horticulture	Proposed title (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title (30 characters max)	Therapeutic Hort Strategies

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

Current Description	Proposed Description
Reason for change	

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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: GRN267	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	
		<input checked="" type="checkbox"/> no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation term	<input type="checkbox"/> Next available term after approval		
	<input checked="" type="checkbox"/> Specify term Fall 2010		

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	4/12/2010
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	4/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 503 977 4077, jabushak@pcc.edu
Current prefix and number	GRN269	Proposed prefix and number	Same
Current course title	Therapeutic Horticulture Skills I	Proposed title (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title (30 characters max)	Therapeutic Hort Skills 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
Reason for change	

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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: G268	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation term	<input checked="" type="checkbox"/> Next available term after approval		
	<input type="checkbox"/> Specify term		

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	4/12/2010
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	4/12/2010

Portland Community College

Course Revision

What do you want to change?
 Check all that apply- double click on the box to open the task window

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 503 977 4077, jabushak@pcc.edu
Current prefix and number	GRN270	Proposed prefix and number	Same
Current course title	Therapeutic Horticulture Programming for Older Adults and Children	Proposed title (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title (30 characters max)	Therapeutic Hort Programming
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for change			

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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: GRN269	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation	<input checked="" type="checkbox"/> Next available term after approval		

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	4/12/2010
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	4/12/2010

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 503 977 4077, jabushak@pcc.edu
Current prefix and number	GRN271	Proposed prefix and number	Same
Current course title	Therapeutic Horticulture Skills II	Proposed title (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title (30 characters max)	Therapeutic Hort Skills 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
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: GRN270	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	
		<input type="checkbox"/> no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation	<input checked="" type="checkbox"/> Next available term after approval		

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	4/12/2010
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	4/12/2010

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 503 977 4077, jabushak@pcc.edu
Current prefix and number	GRN272	Proposed prefix and number	Same
Current course title	Therapeutic Garden Design, Maintenance & Programming	Proposed title (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title (30 characters max)	Therapeutic Gardens

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

Current Description	Proposed Description
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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: GRN271	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation	<input checked="" type="checkbox"/> Next available term after approval		

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	4/12/2010
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	4/12/2010