# CURRICULUM/GEN ED COMMITTEE a standing committee of the Education Advisory Committee Agenda June 2, 2010 Sylvania CC, Conference Rm B

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

#### **Experimental Courses:**

DE 99 – Integrated Reading & Writing 90 MM 299P – Graphics for Multimedia II MM 299L – 3D Lighting and Texturing MT 199E – High Tech Employment Strategies

#### Course Inactivation:

#### **Available Grading Option:**

OMT 234 - Ophthalmic Medical Technology

#### Old Business:

None

#### **New Business:**

299. EET 111 – Electronic Circuit Analysis I Course Revision – des, req

300. EET 112 – Electronic Circuit Analysis II Course Revision – des, req

301. EET 113 – Electronic Circuit Analysis III Course Revision – des, req

302. EET 242- Microcontroller Systems Course Revision – des

303. EET 269 – Wind Power Course Revision – des, req

304. EET 122 – Digital Systems II Course Revision – Contact/Credit Hour

305. EET 123 – Digital Systems III Course Revision – Contact/Credit Hour 306. EET 272 – Motors and Generators New Course

307. GEO 267 – Application Topics in Geographic Info Systems Course Revision – Out

308. WR 122 – English Composition Course Revision – Des. Out

309. AM 101 – Engine Repair Course Revision – Number

310. AM 102 – Electrical Systems 1 Course Revision – Number

311. AM 103 – Engine Performance I Course Revision – Number

312. AM 104 – Steering & Suspension Sys I Course Revision – Number

313. AM 105 – Brake Systems I Course Revision – Number

314. AM 106 – Heating & Air Conditioning Systems Course Revision – Number

315. AM 107 – Manual Drive Train & Axles Course Revision – Number

316. AM 112 – Electrical III Course Revision – Number

317. AM 113 – Engine Performance II Course Revision – Number

318. AM 115 – Brake Systems II Course Revision – Number

319. AM 117 – Manual Drive Train & Axles Course Revision – Number

320. AM 122 – Electrical III Course Revision – Number

321. AM 123 – Engine Performance III Course Revision – Number

322. AM 127 – Auto Trans/Transaxle I Course Revision – Number

323. AM 133 – Engine Performance IV Course Revision – Number

324. AM 143 – Engine Performance V Course Revision – Number

325. AM 153 – Engine Performance VI Course Revision – Number

326. OS 251 – Virtual Office Concepts Course Revision – Des, Req

327. BA 213 – Principles of Accounting III Course Revision – Des, Out

328. BA 213 – Principles of Accounting III Course Revision – Contact/Credit Hour Change

329. BA 277 – Business Practices and Contemporary Social Issues New Course

330. DT 205 – Dental Tech Lab V Related Instruction

331. DT 206 – Dental Tech Lav VI Related Instruction

332. DT 253 – Science of Dental Materials III Related Instruction

333. DT 270 –Crown and Bridge Related Instruction

334. DT 271 – Partials, Clasps and Bar Related Instruction

335. DT 272 – Dental Ceramics Related Instruction

336. APR 103 – LME: AC Motors and Transformers Course Revision – Des, Out

337. APR 103 – LME: AC Motors and Transformers Course Revision – Contact/Credit Hour Change

338. APR 123 – AC Theory/Motors/Transformers Course Revision – Des, Out

339. APR 123 – AC Theory/Motors/Transformers Course Revision – Contact/Credit Hour

340. APR 227 – NEC Review and Exam Preparation New Course

341. MSD 200 – Organizations and Social Responsibility Course Revision – Des, Out

342. MA 123 – Medical Office Clinical Procedures Related Instruction

343. MA 124 – Medical Office Clinical Procedures Lab Related Instruction

344. MA 117 – Medical Office Administrative Procedures Course Revision – Contact/Credit Hour

345. MA 125 – Administrative Directed Practice Course Revision – Number, title, out

346. MA 125 – Administrative Directed Practice Course Revision – Contact/Credit Hour

347. MA 133 – Clinical Directed Practicum Course Revision – Number, Title, Out

348. MA 133 – Clinical Directed Practicum Course Revision – Contact/Credit Hour Change

349. MA 120 – Introduction to Clinical Phlebotomy New Course

350. HE 110 –Cardiopulmonary Resuscitation Course Revision – Title, Des, Out

351. HE 252 – First Aid- Basics and Beyond Course Revision – Des, Out

352. HE 113 – First Aid and Professional CPR New Course

353. RAD 270 – CT Clinical Education I Course Revision – Des

354. SP 140 – Intro to Intercultural Comm Course Revision – Out

355. SP 140 – Intro to Intercultural Comm Designation – Cultural Literacy

356. MT 180 – High Tech Employment Strategies New Course

357. ART 294 – Sculpture- Welding Course Revision – Title, Des

358. CJA 231 – Crime Scene Photography New Course

359. FT 101 – Fitness Technology Seminar Course Revision – Des, Req

360. FT 103 – Nutrition for Fitness Instructor Course Revision – Des

361. FT 104 – Fitness Assessment/Program I Course Revision – Des, Req, Out

362. FT 105 – Fitness Assessment/Program II Course Revision – Des, Req, Out

363. FT 106 – Analysis of Movement Course Revision – Des, Out

364. FT 107 – Exercise Science I Course Revision – Des, Out

365. FT 131 – Struct & Function Human Body Course Revision – Des, Req, out

366. FT 201 – Fitness Assess & Prog III Course Revision – Des, Reg, Out

367. FT 201 - Fitness Assess & Prog III Course Revision – Contact/Credit Hour change

368. FT 202 – Fitness and Aging Course Revision – Des, Req, Out

369. FT 203 – Fitness Promotion Course Revision – Des, Req

370. FT 204 – Exercise Science II Course Revision – Des, Req, Out

371. FT 280 – CE: Fitness Technology Course Revision – Des, Req

372. PE 182A – Beginning Aerobic Fitness- Coed Course Revision – title, Des, Out

373. PE 182B – Int Aerobic Fitness-Coed Course Revision – Title, Des, Out

374. PE 281 – Profess Activities: Wt Training Course Revision – Des, Req, Out

375. PE 282A – Prof Activities: Aerobic Group Course Revision – title, Des, Req, Out

376. PE 283 – Prof Act- Mind/Body Disciplines Course Revision – Des, Req, Out

377. PE 287 – Professional Activities – Aquatic Course Revision – Des, Req

378. PE 288 – Pro-Act: Team Sports Training Course Revision – Des, Req

379. PE 182G – Cardio Conditioning New Course

380. PE 182i – Power Yoga New Course

381. PE 182M – MMA Combative Conditioning New Course

382. PE 1820 – Core Fitness New Course

383. PE 182 V – Sports Fitness New Course

384. PE 182W – Physical Activity for Weight Control New Course

385. PE 182X – NIA Technique New Course 386. PE 182Y – Indoor Cycling New Course

387. PE 182Z – Zumba Fitness New Course

#### Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
☐ course number ☐ title	Send completed form electronically to curriculum@pcc.edu
x description	
x☐ prerequisites and co-requisites	
outcomes	
Grade option change	

Section #1 General Information					
Department EET		Submitter name	Sanda Williams		
		Phone	503-977-4527		
		Email	Sanda.williams@pcc.edu		
Current prefix and number	EET 111	Proposed prefix and number	EET 111		
Current course title	Electronic Circuit Analysis I	Proposed title (60 characters max)	Electronic Circuit Analysis I		
Reason for title change  No Change  Proposed transcript title (30 characters max)  Elec Circuit Analysis 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
Electrical Circuit Analysis I International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. For DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Capacitance and RC transient response. Includes a 3-hour per week laboratory session. Prerequisite: Placement in WR	International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Includes a 3-hour per week laboratory session. Prerequisite: Placement in WR 115;prerequisite/ concurrent: MTH 111.

9

115;prerequ	uisite/ concurrent: MTH 95.				
Reason for change	1 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				e.
worker, famoutcomes.	OUTCOMES: Describe what the nily member, community citizen, gluthree to six outcomes are recommunity and the number of the numbe	obal citi mended	zen or lifelong lear See the course o	ners), not in the c	lassroom
Cu	rrent learning outcomes		New lear	ning outcomes	
	c electrical DC concepts and analyze circuits		basic electrical DO e circuits	C concepts and the	eorems to
and perform test equipm	hnical reports using collected			equipment.	
Reason for change	for				
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 prerequisite	es, core	quisites and concu	rrent	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
x Placement into: . WR 115					
prefix & nur	mber: math 95		Prerequisite	☐ Corequisite	x_ pre/con
prefix & nur	mber:		Prerequisite	☐ Corequisite	pre/con
Proposed prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
x Placem	x Placement into: . WR 115				

prefix & number: Math 111		☐ Prerequisite	☐ Corequisite	x□ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
				<b>!</b>
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.			☐ yes x☐ no	
If yes. Then check to see if the hours of student learning should be amended in the related in template to reflect the revision. This may require a related instruction curriculum revision. Viscomprehensive 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 det	tails, who was contacted and	d the resolution.		
☐ Yes x☐ No				
Implementation	Next available term after approval			
term x Specify term Fall 2010				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			ne timeline	
Section # 2 Depart	Section # 2 Department Review			
This proposal has	This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair		Email	[	Date
Sanda Williams		Sanda.williams@pcc.ed	u 03-31-20	110
SAC Adm	ninistrative Liaison	Email	]	Date
Steinmetz, Diete	erich V	dsteinme@pcc.edu 04-01-2010		

# Course Revision

	•	
What do you want to change?	Save this do	ocument as the course prefix and
Check all that apply- double click on the box to open the task window	number	•
course number	Send completed form electronically to	leted form electronically to
_	curricul	um@pcc.edu
title		
x description		
x prerequisites and co-requisites		
outcomes		
Grade option change		
	_	
Section #1 General Information		
Department EET	Submitter name	Sanda Williams

Section #1 General Information				
Department EET		Submitter name	Sanda Williams	
		Phone	503-977-4527	
		Email	Sanda.williams@pcc.edu	
Current prefix and number	EET 112	Proposed prefix and number	EET 112	
Current course title	Electronic Circuit Analysis II	Proposed title (60 characters max)	Electronic Circuit Analysis II	
Reason for title change	No Change	Proposed transcript title (30 characters max)  Elec Circuit Analysis 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			

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 Circuit Analysis II Inductance; RL transient response; sinusoidal waveforms; reactance and impedance; AC power. Phasor analysis of RLC circuits; node voltage and mesh current analysis; superposition, Thevenin's and Norton's network theorems. Includes a 3-hour per week laboratory. Prerequisite: EET 111 Prerequisite or concurrent registration: MTH 111.	Capacitance; Inductance; RC/RL transient response; sinusoidal waveforms; reactance and impedance; AC power. Phasor analysis of RLC circuits; node voltage and mesh current analysis; superposition, Thevenin's and Norton's network theorems. Includes a 3-hour per week laboratory. Prerequisite: EET 111 Prerequisite or concurrent registration: MTH 112.	

Reason for change	To align with program prereqs and better assist the circuit analysis sequence.

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 lear	ning outcomes	
<ol> <li>Use basic AC concepts to analyze circuits.</li> <li>Build and simulate AC electrical circuits and perform measurements with electronic test equipment.</li> <li>Write technical reports using collected experiment data.</li> </ol>	<ol> <li>Use basic AC concepts to analyze circuits.</li> <li>Build and simulate AC electrical circuits and perform measurements with electronic test equipmen</li> <li>Write technical reports using collected experiment data.</li> </ol>		s and equipment.	
Reason for change  REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the				
Prerequisite Opt out form.  Current prerequisites, corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115		·		coros
Standard prerequisites - WK 115, KD 115	and wi	H 20 01 equivalen	t placement test s	cores
Placement into:				
prefix & number: EET 111		x□ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Math 111		☐ Prerequisite	☐ Corequisite	x_ pre/con
Proposed prerequisit	tes, core	equisites and conc	urrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			cores	
☐ Placement into:				
prefix & number: EET 111		x  Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Math 112		Prerequisite	☐ Corequisite	x_ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
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 det	tails, who was contacted and	d the resolution.		
☐ Yes x☐ No				
Implementation	Next available term after approval			
term	x Specify term Winter	er 2011		
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
Sanda Williams		Sanda.williams@pcc.edu	I	03-31-2010
SAC Administrative Liaison		Email		Date
Steinmetz, Dieterich V		dsteinme@pcc.edu 04-01	1-2010	

# 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  x 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	

Section #1 General Information			
Department EET		Submitter name	Sanda Williams
		Phone	503-977-4527
		Email	Sanda.williams@pcc.edu
Current prefix and number	EET 113	Proposed prefix and number	EET 113
Current course title	Electronic Circuit Analysis III	Proposed title (60 characters max)	Electronic Circuit Analysis III
Reason for title change	No Change	Proposed transcript title (30 characters max)	Elec Circuit Analysis 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			e description. Note: if you are only
Current Description		Proposed Description	
Electrical Power Covers series and parallel resonant circuits, Q and selectivity, RL and RC filters, decibels, transfer functions and Bode diagrams, transformers, three phase power distribution, introduction to motors/generators/motor control. Fourier series and transform applied to circuit analysis. Prerequisite: EET 112; Prerequisite/concurrent: MTH 112.		resonant circuits, decibels, transfer transformers, thre introduction to me	Covers ac power, series and parallel Q and selectivity, RL and RC filters, functions and Bode diagrams, see phase power distribution, otors/generators/motor control. d transform applied to circuit analysis.

Reason for change	To align with program prereqs and better assist the circuit analysis sequence.				
worker, fam outcomes.	OUTCOMES: Describe what the ily member, community citizen, gl Three to six outcomes are recommunity citizen, gl vebpage for more guidance on wr	obal citi mended	zen or lifelong lea  See the course	rners), not in the o	lassroom
Cur	rent learning outcomes		New lea	rning outcomes	
1. Use basic analyze AC	AC concepts and theorems to circuits.		Use basic AC concepts and theorems to analyze AC circuits.		
2. Analyze tapplications	pasic magnetic circuits and	2. Ana	ılyze basic magnet	ic circuits and app	lications.
Deces	No observe				
Reason for change	No change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & nun	nber: EET 112		x Prerequisite	Corequisite	☐ pre/con
prefix & nun	nber: Math 112		☐ Prerequisite	☐ Corequisite	x_ pre/con
	Proposed prerequisit	tes, core	equisites and cond	current	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:					
prefix & nun	prefix & number: EET 112			☐ pre/con	
prefix & nun	prefix & number:				
Is this course used for related instruction? Please confirm this by					
reviewing the inventory of related instruction templates.					
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 <u>related instruction website</u> 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 de	tails, who was contacted and the resolution.	
☐ Yes x☐ No		
Implementation term	x Next available term after approval Specify term	
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum		

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair Email Date			
Sanda Williams	Sanda.williams@pcc.edu	03-31-2010	
SAC Administrative Liaison	Email	Date	
Steinmetz, Dieterich V	dsteinme@pcc.edu 04-01-2010		

## Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
course number	Send completed form electronically to curriculum@pcc.edu
x description	
prerequisites and co-requisites	
outcomes	
Grade option change	

Section #1 General Information			
Department EET		Submitter name	Sanda Williams
		Phone	503-977-4527
		Email	Sanda.williams@pcc.edu
Current prefix and number	EET 242	Proposed prefix and number	EET 242
Current course title	Microcontroller Systems	Proposed title (60 characters max)	Microcontroller Systems
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course			

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	
Microcontroller Systems Introduces the student to the popular 8051 microcontroller. Topics include the hardware, software, and interfacing of the Intel 8051 microcontroller. The emphasis is on interfacing the 8051 to real-world devices such as switches, displays, motors, and A/D converters, through assembly language and possibly C language programming. Prerequisite: CS 133U; and EET 122	Microcontroller Systems Introduces the student to the popular 8051 microcontroller. Topics include the hardware, software, and interfacing of the Intel 8051 microcontroller. The emphasis is on interfacing the 8051 to real-world devices such as switches, displays, motors, and A/D converters, through assembly language and possibly C language programming. Robotics projects included. Prerequisite: CS 133U; and EET 122	

Reason for Change	Robotics projects included.		
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.			
Cur	rent learning outcomes	New learning outcomes	
a microcontrand C.  2. The test a microcontrand The test a microcontrant The test a microcontrant The system to displays.  4. The the system to the system to the internal system to the internal system.	student will be able to program roller system in assembly code student will be able to build and controller based system.  student will be able to interface o switches, keypads, and student will be able to interface o A/D and D/A converters.  student will be able to describe architecture of the ATMega128, bunters, timers, ports, and	1. The student will be able to program a microcontroller system in assembly code and C.  2. The student will be able to build and test a microcontroller based system.  3. The student will be able to interface the system to switches, keypads, and displays.  4. The student will be able to interface the system to A/D and D/A converters.  5. The student will be able to describe the internal architecture of the ATMega128, including counters, timers, ports, and memory.	
Reason for change	No Change		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & num	prefix & number: EET 122 and CS 133U		
prefix & num	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con	
Proposed prerequisites, corequisites and concurrent			
Standard	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		

☐ Placement into: .			
prefix & number: EET 122 and CS 133U	x Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
	•		
Is this course used for related instruction? Ple reviewing the inventory of related instruction to		<pre>     yes x    no </pre>	
If yes. Then check to see if the hours of stude template to reflect the revision. This may requ comprehensive related instruction website to f	uire a related instruction c	urriculum revision. Visit the	
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 x☐ No			
Implementation term       x       Next available term after approval         □       Specify term			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			
Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Sanda Williams	Sanda.williams@pcc.ec	u 04-01-2010	
SAC Administrative Liaison	Email	Date	
Steinmetz, Dieterich V	dsteinme@pcc.edu 04-0	01-2010	

#### 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  x prerequisites and co-requisites  outcomes  Grade option change		number Send comp	leted form electronically to um@pcc.edu	
Grade Option	<u>ı cılanye</u>	<u> </u>		
Section #1 G	General Information			
Department		Submitter name Phone Email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu	
Current prefix and number	EET 269	Proposed prefix and number	EET 269	
Current course title	Wind Power	Proposed title (60 characters max)	Wind Power	
Reason for title change	No Change	Proposed transcript title (30 characters max)	Wind Power	
description v	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		
Wind Power Introduces mechanical systems that make up subsystems of today's wind turbine. Basic hydraulics and pneumatics, wind power production as well as other wind power related topics will be presented.		subsystems of to and pneumatics,	anical systems that make up day's wind turbine. Basic hydraulics wind power production as well as related topics will be covered.	
Reason for change Students need an introduction to motors to better understand the topics. Students read the topics of the students are also students as a prereq/concurrent.			inderstand the topics. Students need	

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 lear	ning outcomes	
<ul> <li>Service wind turbines mechanical systems</li> <li>Assist engineers with the design of wind turbines</li> <li>Service wind turbines mechanical systems</li> <li>Assist engineers with the design of turbines</li> </ul>		•			
Reason for change	No change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
x_					
prefix & nui	prefix & number: WR 121				pre/con
prefix & number: Math 95			Prerequisite	☐ Corequisite	x□ pre/con
	Proposed prerequisit	es, cor	equisites and conc	urrent	
Standar	d prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placement test s	cores
x Placement in WR 115					
prefix & number: EET 113  Prerequisite Corequisite x pre/con					
prefix & number:			☐ pre/con		
	se used for related instruction? Plus inventory of related instruction to the inventory of related instruction to the inventory of the inventory of related instruction to the inventory of the i				
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.		
☐ Yes x☐ No		
Implementation term	<ul><li>Next available term after approval</li><li>x Specify term Fall 2010</li></ul>	
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		
Sanda Williams	Sanda.williams@pcc.edu	04-20-2010		
SAC Administrative Liaison	Email	Date		
Steinmetz, Dieterich V	dsteinme@pcc.edu 04-20-2010			

## Contact and/or Credit Hour Change

Section #1 General Information					
Department	EE.	Γ	Submitter name,		nda Williams
			phone,		3-977-4527
			•	Sa	nda.williams@pcc.edu
			and email		
Course prefix and number	E	ET 122	Course title	Dig	gital Systems II
Contact and Credit Hours  •1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr  •1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr  •1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr					s = 30 hr
CURRENT C	00	NTACT AND CREDIT HOURS	PROPOSE	) C	ONTACT AND CREDIT HOURS
Lecture 20			Lecture 30		
Lab 30			Lab 30		
Lecture/Lab			Lecture/Lab		
Total weekly contact hours		5 hours/week (2h lecture and 3 h lab)	ek (2h lecture and Total weekly contact hours		6 hours/week (3h lecture and 3 h lab)
Total credits		3	Total credits		4
Reason for change:	3 3 3 3				
		TCOMES: Are learning outcome expected there will be a change			change. If you are adding or removing
☐ Yes I	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	ees	or certificates affected by this change?
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes x☐ No	If yes, please explain				
•	Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?				
x No	If yes, please describe	No need to check.			
Implementation term		x Next available term after approval ☐ Specific term			

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

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

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

## Contact and/or Credit Hour Change

Section #1 General Information					
Department LL1		Submitter name,		anda Williams 03-977-4527	
			phone,		
			and email	Sa	anda.williams@pcc.edu
Course prefix and number	E	ET 123	Course title	Di	gital Systems III
•1 credit of le	ectu ec-la	edit Hours are meets 1 hr /wk, plus 2 hrs/wk ab meets 2 hr/wk, plus 1 hr of sto or cooperative ed meets 3 hrs/wk	udy, for 10 we	eeks	s = 30 hr
CURRENT C	100	NTACT AND CREDIT HOURS	PROPOSE	C	ONTACT AND CREDIT HOURS
Lecture 40			Lecture 30		
Lab 30			Lab 30		
Lecture/Lab			Lecture/Lab		
Total weekly contact hours 7 hours/v 3 h lab)		7 hours/week (4h lecture and 3 h lab)	Total weekly contact hours		6 hours/week (3h lecture and 3 h lab)
Total credits		5	Total credits		4
Reason for change:	3 3 3 3				
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.					
☐ Yes I	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	ees	s or certificates affected by this change?
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes x☐ No	If yes, please explain				
•	Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?				
x No	If yes, please describe	No need to check.			
Implementation term		x Next available term after approval ☐ Specific term			

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

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

# New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Seria completed form electronically to <u>camediamapec.eda</u>							
Section #1 Genera	al Informa	ition					
Department:	EET			itter name e and email	Sanda Williams  Sanda.williams@pcc.edu  503-977-4527		
Prefix and Course Number:	EET 27	G	Credit	is:	3		
Course Title: (60 characters max)	Motors	and Generators		cript Title naracters	Motors ar	Motors and Generators	
Can this class be repeated?	x□ Yes □ No	How many times? Until passed	Conta	act hours:	Lecture: 2 Lec/lab: Lab: 3	2	
Is this course equiva			☐ Ye x☐ N		Prefix, nur	mber and title	
Choose the default dropdown menu for will automatically be	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.					ne dropdown menu questions 971-722-	
				heck all that			t (Choose one)
		A-F (letter grade)		х			х
		Pass/No pass					
А	udit in cor	nsultation with faculty		x□			
Course or program f are independent of the							
-	_	the course descripti expands as needed)	on with	າ an active v	erb. Includ	de course re	ecommendations
Covers operating principles and characteristics of AC and DC motors and generators. Single-phase, split-phase, and three phase AC motors. Synchronous and asynchronous generators. Control devices and control circuits, ladder diagrams and PLC's.							
Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)							
course prefix & number: EET 221  x Corequisite Corequisite pre/co					☐ pre/co		

Addendum to
course
description:

Students will measure the operating characteristics of motors and generators in the associated laboratory.

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. Operate AC and DC motors, generators, and control circuits. Outcomes: (Use observable and 2. Measure the performance of AC and DC motors, generators, and control circuits. measurable verbs) 3. Locate and repair faults in AC and DC motors and generators and control circuits. 4. Replace motors, generators, and control circuit components with the correct and safe types. 5. Use ladder diagrams to program a PLC and to debug PLC programs. Concepts and theories presented in class are demonstrated in the laboratory. Lab Course activities and design: (from CCOG) experiments are synchronized with the lectures. Assessment methods may include midterm and final exams, homework, lab evaluations, Outcomes assessment and projects. strategies: (from CCOG) DC motor applications, types, components, and theory of operation. Series, shunt, and Course Content: Themes, Concepts, compound motors. Speed, direction, and breaking control. Issues and Skills: AC motor applications, types, components, and theory of operation. Single phase (from CCOG they induction motors, slit-phase motors, and three-phase motors. AC motor drives should be connected DC generators, applications, types, components, and theory of operation. AC to the outcomes) generators, applications, types, components, and theory of operation. Control devices including switches, contactors, relays, and PLC's.

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.  Needed skill for EET and two of its options: Renewable Energy Systems and Mechatronics/Automation/Robotics			
Will this new course be part of an eand/or degree?	x□ Yes □ No		
Name of certificate(s):		# credit:	
Name of degree(s):		# credit:	
	Electronic Engineering Technology –AAS degree	102	
	EET: Renewable Energy Systems – AAS degree	105	
	106		

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Will this new course be part o	a new, proposed PC	CC certificate or degree?	☐ Yes ☐ 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 supp	related instruction	n for a certificate?	☐ Yes x☐ No	
If <b>no</b> is selected continue to	part three.			
If <b>yes</b> is selected complete www.pcc.edu/curriculm.	ne related instruct	ion form available on the cu	ırriculum office website,	
Section #3 Additional Inform	ation for new CTE	courses		
How or where will the course be taught. Check all that apply	d on campus  bbtain signature a  other (explain)	x hybrid □ on-line (cond submit to the DL office)	omplete DL Modality form,	
Transferability: Will this course transfer to another academic institution? Identify	NO.			
Impact on other Programs	nd Departments			
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	NA			
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.	NA			
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		department chair of the Mice are no disagreements.	croelectronics Technology	
Is there any potential impa	on another depar	tment of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA			

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Implementation term: x Next available term after approval		x Next available term after approval			
		☐ 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		
Sanda Williams	Sanda.williams@pcc.edu	04-26-2010		
SAC Administrative Liaison	Email	Date		
Dieterich Steinmetz	dsteinme@pcc.edu	04-26-2010		

#### **Course Revision**

Check all that apply- double click on the box to open the task window			Save this document as the course prefix and number			
☐ course number			Send completed form electronically to curriculum@pcc.edu			
☐ title			<u>ourrour</u>	<u> </u>		
descrip	tion					
	isites and co-requisites					
	es					
Grade option	n change					
	General Information					
Department	Geography		bmitter name	Matthew Constantino		
		Em	one	X7808 Matthew.constantino@pcc.edu		
Current	GEO 267		oposed prefix	No change		
prefix and	020 201		d number	The onlings		
number						
Current course title	Application Topics in Geographic Information		oposed title characters	No change		
	Systems	ma				
Reason for	N/A	Pro	pposed	No change		
title change	1.07.	tra	nscript title	ne change		
		(30 ma	characters x)			
description w		nme	endations in the	ule of classes. Begin the course e description. Note: if you are only ctly to requisite section below		
Current Description		Proposed Description				
Reason for change						
ioi 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 <u>writing good outcomes</u> .						
Current learning outcomes		New learning outcomes				
Not available		<ul> <li>Use GIS systems to address spatial questions</li> <li>Use GIS systems to design and complete comprehensive projects</li> <li>Apply map principles and design techniques to project development and implementation</li> <li>Communicate effectively in a professional setting specific to GIS analysis and project design</li> </ul>				
Reason for change		r several years and due to the creation of the new 44 would like to update the outcomes for this course.				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.						
	Current prerequisite	es, corec	quisites and concurrent			
⊠ Standar	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalent placement test scores			
☐ Placem	ent into: .					
prefix & number:			☐ Prerequisite ☐ Corequisite ☐ pre/co	n		
prefix & number:			☐ Prerequisite ☐ Corequisite ☐ pre/co	n		
Proposed prerequisites, corequisites and concurrent						
⊠ Standar	d prerequisites - WR 115, RD 115	and MT	TH 20 or equivalent placement test scores			
☐ Placem	ent into: .	T				
prefix & number:			☐ Prerequisite ☐ Corequisite ☐ pre/co	n		
prefix & number:			☐ Prerequisite ☐ Corequisite ☐ pre/co	n		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.   □ yes □ 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.						

☐ Yes				
⊠ No				
Implementation	Next available term after approval			
term	☐ 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			
Matthew Constantino	Matthew.Constantino	April 6, 2010			
SAC Administrative Liaison	Email	Date			
Karen Sanders	Ksanders@pcc.edu	April 6, 2010			

# Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
☐ course number ☐ title	Send completed form electronically to curriculum@pcc.edu
description	
<ul><li>□ prerequisites and co-requisites</li><li>□ outcomes</li></ul>	
Grade option change	

Section #1 General Information							
Department	Composition and Literature	Submitter name Phone	Caroline Le Guin x8086				
		Email	caroline.leguin@pcc.edu				
Current prefix and number	WR122	Proposed prefix and number	- Caromionogami (gipooroaa				
Current course title		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					
Focuses on argument as a means of inquiry, clear and appropriate writing style, and critical reading. Explores ideas and issues through discussion and writing. Students compose analytical, argumentative, and/or expository essays with appropriate documentation. Prerequisite: WR 121.		Continues the focus of WR 121 on academic writing as a means of inquiry with added emphasis on persuasion and argument supported by external research. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate original positions. Emphasizes development of writing and critical thinking through logical reasoning, rhetorical control, independent research and information literacy.					
		Students write 4000-7000 words of revised, final draft					

copy, including at least one researched paper of 1500 words or more using outside sources and documentation. Students meet with the instructor for two out-of-class conferences. Prerequisite: WR 121.

# Reason for change

evaluate.

- To make the CCOGs consistent with the newly revised AAOT outcome including the state mandated information literacy requirement, as well as reflecting PCC's Core Outcomes;
- To correct the current course description, which was not updated to reflect the changes made to the course during the 4-credit conversion, which placed more emphasis on research;
- To make the CCOGs for the entire writing sequence (WR115, 121 and 122)
  internally consistent and coherent, and consistent with each other, so they will be
  actually useful for instructors. This revision is the first one we are undertaking,
  and we will be working backwards from it to revise WR121 and WR115

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

Intended Outcomes for the course

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and

Students will write 4000-7000 words of formal writing, including at least some essays of at least 1,000 words. Some essays will involve outside sources (library, electronic and field research) and documentation of sources. Upon completion of WR 122 with a "C" or higher, students will be able to:

- \* Demonstrate critical thinking by writing effective arguments which:
- \* support and develop one's own argument
- \*summarize concisely written arguments from other sources
- \*use argument as a means of inquiry as well as persuasion
- \*incorporate ideas of others drawn from a variety of sources, with appropriate documentation

Upon completion of WR122 with a "C" or higher, students will be able to:

- 1. Read closely and analytically to determine an author's purpose, perspective and use of rhetorical strategies.
- 2. Think critically to evaluate the reasoning and arguments of a variety of sources
- Articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion.
- 4. Write for a variety of clearly defined purposes, audiences and contexts with control of key rhetorical strategies
- Write persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis
- 6. Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

- \*articulate varying points of view, particularly those at odds with the writer's point of view, in a fair and empathetic way \*suit writing style to intended audience and purpose
- \* Use critical thinking to
  distinguish between effective and ineffective
  argument
  identify and define issues at the core of an
  argument
  analyze the main support of a written
  argument
  recognize the stakeholders in an issue
  determine relative authority of sources
- \* Analyze, recognize, and understand elements of style
- \* Demonstrate critical thinking and problemsolving in the context of research by showing observational skills, drawing reasonable inferences from a variety of sources, perceiving and establishing relationships among multiple sources, and analyzing the structure and organization of sources and own writing
- \* Independently locate, examine, select, evaluate, and use various sources, including electronic, library and primary resources
- \* Practice and demonstrate integration skills necessary to research writing, such as paraphrase and summary, and skills involving selection, editing, placement and analysis of direct quotation
- \* Articulate own problem solving process and self-assessment
- \* demonstrate the ethics of research by identifying and avoiding plagiarism
- \* Consider and practice principles and strategies of internal coherence in

discourse.								
Reason for change	Well, I hope it's obvious: the existing outcomes are unwieldy, overly complex and inconsistent. In addition to clarifying and strengthening the outcomes for the course, under the Course Activities and Content section of the CCOG,, we have developed a set of 2 to 7 descriptors for each individual outcome; these describe in detail the typical activities students may undertake in the process of working towards the specific outcomes. Our intent is for these to provide a practical guide for instructors, where the							
REQUISITE			e more concep course has bee		ed for the	ne Gen Ed list, it wil	ll have, as a default	the following
prerequisites	s: WR 11	5, RD	115, and MTH	20 or equ	uivalent	placement test sco	res	J
Prerequisite			RD, WR and/or	MITH pre	erequisi	tes at a lower level,	, you will need to us	e the
			Current prere	quisites	, corec	uisites and concu	ırrent	
Standar	d prereq	quisite	es - WR 115, R	D 115 a	and MT	H 20 or equivalen	t placement test s	scores
☐ Placeme	ent into:							
prefix & nui	mber:					Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:				☐ pre/con				
	Proposed prerequisites, corequisites and concurrent							
Standar	d prereq	quisite	es - WR 115, R	D 115 a	and MT	H 20 or equivalen	t placement test s	scores
☐ Placeme	ent into:							
prefix & nui	mber:					Prerequisite	☐ Corequisite	☐ pre/con
prefix & nui	mber:					Prerequisite	☐ Corequisite	☐ pre/con
		_					Ι	
			lated instruction of <u>related instru</u>			•	│	
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 REPARTMENTS AND CAMPUSES are there showed being requested								
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.								
	⁄es							
	No							
Implementa term	ation		Next available	e term a	after ap	proval		

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

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Andrew Cohen	andrew.cohen@pcc.edu	4/27/2010		
SAC Administrative Liaison	Email	Date		
Dave Stout	dstout@pcc.edu	4/27/2010		

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
	Send completed form electronically to curriculum@pcc.edu
☐ title	<u>odmediamegoo.edd</u>
☐ description	
prerequisites and co-requisites	
☐ outcomes	
Grade option change	

Section #1 (	Section #1 General Information			
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu	
Current prefix and number	AM 101	Proposed prefix and number	AM 111	
Current course title:	Engine Repair I	Proposed title: (60 character s max)	Engine Repair	
Reason for title change		Proposed transcript title: (30 character s max)	Engine Repair	
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 descriptio n change:	Better reflection of course content					
worker, fam outcomes.	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.					
Cur	rent learning outcomes		New lear	ning outcomes		
Reason for change						
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores						
	ants to set the RD, WR and/or MTH p	•	•		e the	
	Current prerequisite	es, core	quisites and concu	rrent		
Standard	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:						
prefix & number:			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						
Placeme	☐ Placement into:					
prefix & number:			☐ Prerequisite	☐ Corequisite	pre/con	

prefix & nun	nber:	☐ Prerequisite	☐ Corequisite	pre/con		
prefix & nun	nber:	☐ Prerequisite	☐ Corequisite	pre/con		
prefix & nun	nber:	☐ Prerequisite	☐ Corequisite	☐ pre/con		
prefix & nun	nber:	☐ Prerequisite	☐ Corequisite	pre/con		
		-				
SACs or the	N THE OTHER SACS – are there c e contracting colleges, CGCC and impact on enrollment?					
Please prov	ide 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						
Implementa term	Implementation					
	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		
SA	C Administrative Liaison	Email	]	Date		

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
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Section #1 (	Section #1 General Information				
Departme nt:	Automotive S Technology	Service	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu	
Current prefix and number	AM 102		Proposed prefix and number	AM 161	
Current course title:	Electrical Sys	stems 1	Proposed title: (60 character s max)	Electrical Systems I	
Reason for title change			Proposed transcript title	Electrical Systems I	
description	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 Desc	ription		Proposed Description	
Reason for description change:				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				
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
Standard prerequisites - WR 115, RD 115 and I	MTH 20 or equivalent placement test scores				
☐ Placement into: .					
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
Proposed prerequisites, co	orequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and I	MTH 20 or equivalent placement test scores				
Placement into: .					
prefix & number:	☐ 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					
that may im	NOTHER DEPARTMENTS AND Compact other departments or campe for their program or as a prerect	puses, such as academic prog	rams that require		
Please prov	ide details, who was contacted and	d the resolution.			
Yes No	NO				
Implementa term	Implementation				
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	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair Email Date			Date		
SA	SAC Administrative Liaison Email Date				

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 ar number  Send completed form electronically to curriculum@pcc.edu
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Section #1 0	Section #1 General Information				
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu		
Current prefix and number	AM 103	Proposed prefix and number	AM 181		
Current course title:	Engine Performance I	Proposed title	Engine Performance I		
Reason for title change		Proposed transcript title:	Engine Performance I		
description v	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 of	Reason for description 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 lear	ning outcomes		
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisi	tes, core	quisites and concu	rrent		
Standard prerequisites - WR 115, RD 11	5 and M	ΓΗ 20 or equivalen	t placement test s	cores	
☐ Placement into: .					
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
Proposed prerequis	ites, core	equisites and conc	urrent		
Standard prerequisites - WR 115, RD 11	5 and M	ΓH 20 or equivalen	t placement test s	cores	
☐ Placement into: .					
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number:		Prerequisite	☐ Corequisite	☐ pre/con	
			I		
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						
that may in	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 prov	ide de	etails, who was contacted and	d the resolution.			
Yes	NO					
No	No					
Implementa	Implementation   Next available term after approval					
term		Specify term - Winte	er 2011			
		to complete the approval proteins. www.pcc.edu/curriculo	ocess before scheduling the cour um	se. See the timeline		
Section # 2	Depar	tment Review				
This propos	This proposal has been reviewed at the SAC level and approved for submission.					
	SAC Chair Email Date					
SA	SAC Administrative Liaison Email Date					

### Portland Community College Course Revision

Check all the to open the Course title descrip	uisites and co-requisites nes	nı Send	this document as the course prefix and umber completed form electronically to urriculum@pcc.edu
	General Information	Culpus itt s	
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu
Current prefix and number	AM 104	Proposed prefix and number	AM 141
Current course title:	Steering & Suspension Sys I	Proposed title: (60 character s max)	Undercar Systems II
Reason for title change		Proposed transcript title: (30 character s max)	Undercar Systems II
COURSE DESCRIPTION: To be used in the of description with an active verb. Include recomplications the prerequisites, please skip this see		nmendations	s in the description. Note: if you are only
Current Description			Proposed Description

Reason for description 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					
REQUISITES: Note: I prerequisites: WR 11	of this course has been appro 5, RD 115, and MTH 20 or ea et the RD, WR and/or MTH p orm.	quivalent	placement test sco	ores	_
	Current prerequisite	es, corec	quisites and concu	urrent	
☐ Standard prereq	uisites - WR 115, RD 115	and MT	H 20 or equivaler	nt placement test s	scores
☐ Placement into:					
prefix & number:			Prerequisite	Corequisite	pre/con
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisit	es, core	equisites and cond	current	
☐ Standard prereq	uisites - WR 115, RD 115	and MT	H 20 or equivaler	nt placement test s	cores
☐ Placement into:					
prefix & number:			Prerequisite	Corequisite	☐ pre/con
prefix & number:			☐ Prerequisite	Corequisite	☐ pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other

content or impact on enrollment?						
Please prov	de details, who was cor	ntacted an	d the resolution.			
Yes	NO					
No						
that may im	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 prov	de details, who was cor	tacted an	d the resolution.			
Yes	NO					
No	No					
Implementa	ion	able term	after approval			
term		rm - Wint	er 2011			
	onths to complete the ap for details. www.pcc.ed		ocess before scheduling the cour um	se. See the timeline		
Section # 2	Department Review					
This proposal has been reviewed at the SAC level and approved for submission.						
	SAC Chair Email Date					
SA	C Administrative Liaison		Email	Date		

# Course Revision

What do you want to change? Check all that apply- double click on the box	Save this document as the course prefix and number
to open the task window	
	Send completed form electronically to curriculum@pcc.edu
☐ title	<u>ournearamegeoc.caa</u>
description	
prerequisites and co-requisites	
outcomes	
Grade option change	

Section #1	General Information		
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu
Current prefix and number	AM 105	Proposed prefix and number	AM 151
Current course title:	Brake Systems I	Proposed title: (60 character s max)	Undercar Systems I
Reason for title change		Proposed transcript title: (30 character s max)	Undercar Systems I
description	with an active verb. Include reco	mmendation	schedule of classes. Begin the course in the description. Note: if you are only o directly to requisite section below
	Current Description		Proposed Description
Reason for description			course revision 1

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 <a href="writing-good-outcomes">writing-good-outcomes</a> .									
Cur	rent le	earning	g outcomes	3			New lear	ning outcomes	
Reason for change									
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.									
			Current p	rerequisit	es, core	quisit	es and concu	ırrent	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores									
☐ Placeme	nt into	:							
prefix & nun	nber:					□ F	Prerequisite	☐ Corequisite	pre/con
prefix & nun	nber:					☐ F	Prerequisite	☐ Corequisite	pre/con
			Proposed	prerequis	ites, core	equis	ites and cond	urrent	
Standard	d prere	quisite	es - WR 11	5, RD 11	5 and M	ΓH 20	or equivalen	t placement test s	scores
☐ Placeme	nt into	:							
prefix & nun	nber:					☐ F	Prerequisite	☐ Corequisite	☐ pre/con
prefix & nun	nber:					☐ F	Prerequisite	☐ Corequisite	☐ pre/con
	e cont	ractin	g colleges	s, CGCC				ed that may impa ent overlap, dupl	
Please prov	•				nd the re	esolut	ion.		
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 prov									
Yes No	NO								
Implementation term       □       Next available term after approval         Specify term       - Winter 2011									

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

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

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
□ course number     □ title	Send completed form electronically to curriculum@pcc.edu
description	
☐ prerequisites and co-requisites ☐ outcomes	
Grade option change	

Section #1	General Information		
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu
Current prefix and number	AM 106	Proposed prefix and number	AM 171
Current course title:	Heat & Air Conditioning Sys	Proposed title:	Heating & Air Conditioning Systems
Reason for title change		Proposed transcript title:	Heating & Air Conditioning Sys
description	with an active verb. Include recor	nmendations	schedule of classes. Begin the course in the description. Note: if you are only o directly to requisite section below
	Current Description		Proposed Description
Reason for descriptio n change:			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 <a href="writing-good-outcomes">writing-good-outcomes</a> .					
Current learning outcomes		New lear	ning outcomes		
Reason for change					
REQUISITES: Note: If this course has been appropried prerequisites: WR 115, RD 115, and MTH 20 or end of the SAC wants to set the RD, WR and/or MTH prerequisite Opt out form.	quivalent	placement test sco	res	_	
Current prerequisite		•			
Standard prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores	
☐ Placement into: .					
prefix & number:		Prerequisite	☐ Corequisite	pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
Proposed prerequisit	es, core	equisites and conc	urrent		
Standard prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores	
Placement into:	ı		Γ		
prefix & number:		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					
that may im	OTHER DEPARTMENTS AND Compact other departments or cample for their program or as a prerect their program or as a preceding their program or as a prerect their program or as a preceding their program or a program or a program or a program or a program	puses, such as academic prog	rams that require		
Please prov	ide details, who was contacted and	d the resolution.			
Yes	NO				
No					
Implementat		• •			
term Specify term - Winter 2011					
	onths to complete the approval profor details. www.pcc.edu/curriculo		se. See the timeline		
101 01 010	, , , , , , , , , , , , , , , , , , ,				
Section # 2	Department Review				
This proposa	This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date					
SA	C Administrative Liaison	Email	Date		

#### Course revision

		_		
What do you want to change? Check all that apply- double click on the box to open the task window  course number		n	his document as the course prefix and umber completed form electronically to	
title	number	curriculum@pcc.edu		
descrip	otion			
☐ prerequ	uisites and co-requisites			
□ outcom	nes			
Grade optio	n change			
Section #1 (	General Information			
Departme nt:	Automotive Service Technology	Submitter name Phone	Scott Morgan X8142 samorgan@pcc.edu	
		Email		
Current prefix and number	AM 107	Proposed prefix and number	AM 131	
Current course title:	Manual Drive Train & Axles	Proposed title: (60 character s 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

Proposed

transcript

title: (30 character s max)

Reason

for title

change

Drive Train Systems I

Current Description	Proposed Description

Reason for description 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.							
Cu	rrent I	earning outcome	s		New lear	rning outcomes	
Reason for change							
prerequisites  If the SAC w	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.						
			prerequisite	s, core	quisites and concu	ırrent	
Standar	d prere	equisites - WR 11	5, RD 115	and MT	H 20 or equivaler	nt placement test s	cores
☐ Placeme	ent into	): .					
prefix & nur	nber:				Prerequisite	☐ Corequisite	☐ pre/con
prefix & nur	nber:				☐ Prerequisite	☐ Corequisite	☐ pre/con
		Proposed	prerequisit	es, core	equisites and cond	current	
Standar	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					cores	
☐ Placeme	ent into	): .					Γ
prefix & nur	mber:				Prerequisite	☐ Corequisite	☐ pre/con
prefix & nur	mber:				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 prov	ide details, who was contacted and	d the resolution.				
Yes	NO					
No						
that may im	NOTHER DEPARTMENTS AND Compact other departments or camp for their program or as a prerequ	puses, such as academic prog	rams that require			
Please prov	ide details, who was contacted and	d the resolution.				
Yes	NO					
No						
Implementat term	Implementation					
	onths to complete the approval profor details. www.pcc.edu/curriculu		se. See the timeline			
Section # 2	Department Review					
This proposal has been reviewed at the SAC level and approved for submission.						
	SAC Chair Email Date					
SA	SAC Administrative Liaison Email Date					

	1
What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
	Send completed form electronically to curriculum@pcc.edu
☐ title	<u></u>
☐ description	
prerequisites and co-requisites	
outcomes	
Grade option change	

Section #1 General Information					
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu		
Current prefix and number	AM 112	Proposed prefix and number	AM 162		
Current course title:	Electrical II	Proposed title:	Electrical Systems II		
Reason for title change		Proposed transcript title:	Electrical Systems II		
description	with an active verb. Include recor	mmendations	schedule of classes. Begin the course s in the description. Note: if you are only to directly to requisite section below		
	Current Description		Proposed Description		
Reason for description of	change:		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					
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Placement into: .					
prefix & number:					
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
	s, corequisites and concurrent				
Standard prerequisites - WR 115, RD 115 an	nd MTH 20 or equivalent placement test scores				
Placement into:					
prefix & number:	☐ 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					
that may im	I OTHER DEPARTMENTS AND Compact other departments or camp for their program or as a prereq	ouses, such as academic prog	rams that require		
Please prov	ide details, who was contacted and	d the resolution.			
Yes No	NO				
Implementat term	Implementation term       □       Next available term after approval         X       Specify term - Winter 2011				
	onths to complete the approval profor details. www.pcc.edu/curriculu		se. See the timeline		
Section # 2	Department Review				
This proposal has been reviewed at the SAC level and approved for submission.					
	SAC Chair Email Date				
SA	C Administrative Liaison	Email	Date		

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

Section #1 0	Section #1 General Information				
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu		
Current prefix and number	AM 113	Proposed prefix and number	AM 182		
Current course title:	Engine Performance II	Proposed title: (60 character s max)	Engine Performance II		
Reason for title change		Proposed transcript title:	Engine Performance II		
description	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	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 lear	ning outcomes	
Reason for change	1			
REQUISITES: Note: If this course has been appropried prerequisites: WR 115, RD 115, and MTH 20 or edges of the SAC wants to set the RD, WR and/or MTH Prerequisite Opt out form.	quivalen	t placement test sco	res	
Current prerequisites, corequisites and concurrent				
Standard prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
☐ Placement into:				
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisi	tes, core	equisites and conc	urrent	
Standard prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
Placement into:				
prefix & number:		☐ 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 a	nd the re	esolution.		

Yes	NO					
No						
that may in	NOTHER DEPARTMENTS AND ( hpact other departments or came for their program or as a prerec	puses, such as academic prog	rams that require			
Please prov	ride details, who was contacted and	d the resolution.				
Yes	NO					
No						
Implementation   Next available term after approval						
term Specify term - Winter 2011						
	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			Date			
SA	.C Administrative Liaison	Email	Date			

# 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         ☐ title       ☐ description         ☐ prerequisites and co-requisites       ☐ outcomes         Grade option change       Submitter name         Scott Morgan X8142       Samorgan@pcc.edu         Phone Email       Email         Current prefix and number       AM 115         Proposed prefix and number       AM 142         Current course title:       Brake Systems II         Proposed title:       Undercar Systems III         Current course title:       Proposed title:         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					
to open the task window			· ·		
Section #1 General Information  Departme nt:  Current prefix and number  Current course title:  Current prefix and number  Current course title:  Current change  Course Description:  Course title:  Course title:					
title					
□ prerequisites and co-requisites □ outcomes  Grade option change  Section #1 General Information  Departme nt:	☐ title		<u>Ct</u>	<u>атпсиитюрсс.еаа</u>	
Section #1 General Information  Departme nt:  Current prefix and number  Current course title:  Reason for title change  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	☐ descrip	otion			
Section #1 General Information	☐ prereq	uisites and co-requisites			
Section #1 General Information  Departme nt:  Automotive Service Technology  Current prefix and number  Current course title:  Reason for title change  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	☐ outcom	nes			
Departme nt:  Automotive Service Technology  Departme nt:  Technology  Submitter name N8142 Phone Email  Current prefix and number  Current course title:  Reason for title change  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	Grade optio	n change			
Departme nt:  Automotive Service Technology  Departme nt:  Technology  Submitter name N8142 Phone Email  Current prefix and number  Current course title:  Reason for title change  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			_		
nt:  Technology  name Phone Email  Current prefix and number  Current course title:  Reason for title change  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	Section #1 (	General Information			
Current prefix and number  Current course title:  Reason for title change  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 prefix and number  Current course title:  Reason for title change  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	nt:	Technology			
Current prefix and number  Current course title:  Reason for title change  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				samorgan@pcc.edu	
prefix and number  Current course title:  Reason for title change  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			Email		
number  Current course title:  Reason for title change  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		AM 115	•	AM 142	
Current course title:  Reason for title change  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	•		•		
course title:  Reason for title transcript change  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			number		
Reason for title transcript change 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		Brake Systems II	•	Undercar Systems III	
for title change transcript title:  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			uue.		
change title:  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	Reason		Proposed	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					
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	Ť	ESCRIPTION: To be used in the		schedule of classes. Begin the course	
	description	with an active verb. Include recor	nmendation	s in the description. Note: if you are only	
			ection and g		
Current Description Proposed Description	Current Description			Proposed Description	
course revision 1				course revision 1	

Reason for

description 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 le	earning outcomes		New lear	ning outcomes		
Reason for change						
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					_	
Current prerequisites, corequisites and concurrent						
Standard prere	quisites - WR 115, RD 115 a	and MT	H 20 or equivalen	t placement test s	cores	
☐ Placement into:						
prefix & number:			Prerequisite	☐ Corequisite	pre/con	
prefix & number:					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:			Prerequisite	☐ Corequisite	pre/con	
prefix & number:					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 prov	Please provide details, who was contacted and the resolution.			
Yes	NO			
No				
that may im	NOTHER DEPARTMENTS AND Compact other departments or campe for their program or as a prerect	puses, such as academic prog	rams that require	
Please prov	ide details, who was contacted and	d the resolution.		
Yes	NO			
No				
Implementation Next available term after approval				
term Specify term - Winter 2011				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email			Date	
SAC Administrative Liaison Email Date			Date	

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

Section #1 General Information					
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu		
Current prefix and number	AM 117	Proposed prefix and number	AM 132		
Current course title:	Manual Drive Train & Axles	Proposed title:	Drive Train Systems III		
Reason for title change		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					
Reason for description of	Reason for description 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 lear	ning outcomes		
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
Standard prerequisites - WR 115, RD 11	5 and M	ΓH 20 or equivalen	t placement test s	cores	
☐ Placement into: .					
prefix & number:		☐ 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: .					
prefix & number:		☐ 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				
INO				
that may in	npact oth	ner departments or camp	CAMPUSES – are there change ouses, such as academic prog puisite for courses or programs	rams that require
Please prov	ide detail	s, who was contacted and	d the resolution.	
Yes	NO			
No				
Implementation Next available term after approval				
term	• • • • • • • • • • • • • • • • • • • •			
	Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
SAC Administrative Liaison Email Date				

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
	Send completed form electronically to curriculum@pcc.edu
☐ title	<u> </u>
☐ description	
prerequisites and co-requisites	
☐ outcomes	
Grade option change	

Section #1 General Information					
Departme nt:	Automotive S Technology	Service	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu	
Current prefix and number	AM 122		Proposed prefix and number	AM 163	
Current course title:	Electrical III		Proposed title: (60 character s max)	Electrical Systems III	
Reason for title change			Proposed transcript title:	Electrical Systems III	
description	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:	Reason for description change:			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		
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ 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: .			
prefix & number:	☐ 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				
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			Date	
SAC Administrative Liaison		Email	Date	

# Course Revision

What do you want to change?  Check all that apply- double click on the box to open the task window		Save this document as the course prefix and number	
course number		Send completed form electronically to curriculum@pcc.edu	
title			
descrip	otion		
prereq	uisites and co-requisites		
☐ outcon	nes		
Grade optio	n change		
Section #1	General Information		
Departme	Automotive Service	Submitter name	Scott Morgan
nt:	Technology	Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 123	Proposed prefix and number	AM 183
Current course title:	Engine Performance III	Proposed title: (60 character s max)	Engine Performance III
Reason for title		Proposed transcript	Engine Performance III

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** 

title: COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course

change

Reason for description 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.

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 prov	Please provide details, who was contacted and the resolution.		
Yes	NO		
No			
Implementa term	tion		Next available term after approval Specify term - Winter 2011
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			
Th!	-11	I	and at the OAO level and an array of far submission

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	

#### Course Revision

	What do you want to change?		
	Check all that apply- double click on the box to open the task window		
$\boxtimes$	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 <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information			
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu
Current prefix and number	AM 127	Proposed prefix and number	AM 121
Current course title:	27: Auto Trans/Transaxle I	Proposed title: (60 character s max)	Drive Train Systems II
Reason for title change		Proposed transcript title: (30 character s max)	Drive Train 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			

Reason for descriptio n change:		
worker, family member, community citizen, g	student will be able to do "out there" (in their life roles as lobal citizen or lifelong learners), not in the classroom mended See the course outcomes guidelines on the riting good outcomes.	
Current learning outcomes	New learning outcomes	
Reason for change		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.		
	es, corequisites and concurrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		
☐ Placement into: .		
prefix & number:	☐ 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:					
prefix & num	nber:	☐ Prerequisite	☐ Corequisite ☐ pre/con		
prefix & num	nber:	☐ Prerequisite	☐ Corequisite ☐ pre/con		
		·			
SACs or the	N THE OTHER SACS – are there or e contracting colleges, CGCC an impact on enrollment?				
Please prov	ide details, who was contacted and	the resolution.			
Yes	NO				
No					
that may im	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 prov	ide details, who was contacted and	the resolution.			
Yes NO NO					
Implementation term    Next available term after approval   Specify term - Winter 2011					
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			Date		
SAC Administrative Liaison Email			Date		

## Course Revision

What do you want to change?

Save this document as the course prefix and number  Send completed form electronically to curriculum@pcc.edu			
Submitter Scott Morgan			
name Scott Morgan X8142			
Phone samorgan@pcc.edu			
Email			
Proposed AM 201			
prefix and			
number			
Proposed Auto Shop Lab I			
character			
s max)			
Proposed transcript Auto Shop Lab I			
title: (30			
character s max)			
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course			
mendations in the description. Note: if you are only ction and go directly to requisite section below			
Proposed Description			
course revision 1			
n P E P pan Pti c s Ptrti c s			

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 lear	ning outcomes	
Reason for change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
Standard prerequisites - WR 115, RD 115	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			cores
☐ Placement into: .				
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
Proposed prerequis	ites, core	equisites and conc	urrent	
Standard prerequisites - WR 115, RD 115	and M	TH 20 or equivalen	t placement test s	cores
Placement into:				
prefix & number:		☐ 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 prov	ide details, who was contacted and	d the resolution.	
Yes No	NO		
Implementation			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			se. See the timeline
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			Date

# Course Revision

What do you want to change?	_	
Check all that apply- double click on the box		this document as the course prefix and umber
to open the task window	Send	completed form electronically to
course number		urriculum@pcc.edu
☐ title		
description		
prerequisites and co-requisites		
Grade option change		
Section #1 General Information		
Departme Automotive Service	Submitter name	Scott Morgan
nt: Technology	Phone	X8142
	Email	samorgan@pcc.edu
Current AM 143 prefix and	Proposed prefix	AM 202
number	and	
	number	
Current Engine Performance V	Proposed title:	Auto Shop Lab II
title:	uuo.	
Reason	Proposed	Auto Shop Lab II
for title	transcript	Auto Grop Lab II
change	title:	
COURSE DESCRIPTION: To be used in the description with an active verb. Include recor		
changing the prerequisites, please skip this s		
Current Description		Proposed Description
Reason for 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 the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.				
Current learning outcomes		New lear	ning outcomes	
Reason for change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				_
Current prerequisites, corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placement into: .				
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
Proposed prerequisite	es, core	equisites and conc	urrent	
Standard prerequisites - WR 115, RD 115 a	and MT	H 20 or equivalen	t placement test s	cores
Placement into:				
prefix & number:		☐ 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 prov	ide details, who was contacted and	d the resolution.	
Yes	NO		
No			
Implementa	Implementation   Next available term after approval		
term Specify term - Winter 2011			
	onths to complete the approval pro		se. See the timeline
for approval	for details. www.pcc.edu/curriculu	um	
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			Date

# Course Revision

Check all the	at apply- double click on the box task window	Save this document as the course prefix number	
course title	number	Send completed form electronically to curriculum@pcc.edu	
descrip	tion		
1 = '	uisites and co-requisites		
outcom	·		
Grade optio			
Section #1 (	Seneral Information		
Departme nt:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu
Current prefix and number	AM 153	Proposed prefix and number	AM 203
Current course title:	Engine Performance VI	Proposed title: (60 character s max)	Auto Shop Lab III
Reason for title change		Proposed transcript title: (30 character s max)	Auto Shop Lab 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			s in the description. Note: if you are only
	Current Description		Proposed Description
Reason for			

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

description change:

curriculum w	ebpage for more	guidance on wr	iting god	od outcomes.		
Cur	rent learning out	comes		New lear	ning outcomes	
Reason for o	change					
prerequisites: If the SAC wa	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.					
	Cui	rent prerequisite	s, core	quisites and concu	rrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placeme	nt into:					
prefix & num	nber:			Prerequisite	☐ Corequisite	☐ pre/con
prefix & num	nber:			☐ Prerequisite	☐ Corequisite	☐ pre/con
	Prop	osed prerequisit	es, core	equisites and conc	urrent	
Standard	prerequisites - V	VR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
☐ Placeme	nt into:					
prefix & num	nber:			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						
	mpact on enroll					
· ·	ide details, who v	vas contacted an	d the re	esolution.		
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		
Implementa	tion	☐ Next available term after approval
term Specify term - Winter 2011		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum		

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

## Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window  course number	Save this document as the course prefix and number  Send completed form electronically to curriculum@pcc.edu
prerequisites and co-requisites	
outcomes	
Grade option change	
0 0 00 00 00	

Section #1 General Information			
Department (	Computer Applications/Office Systems	Submitter name Phone Email	Barb Kaufman 503.977.4399 bkaufman@pcc.edu
Current prefix and number	OS 251	Proposed prefix and number	
Current course title	Virtual Office Concepts	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

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		
Learn the concepts and skills needed	Learn the concepts and skills needed to become		
to become a successful virtual	a successful virtual assistant. Covers time		
assistant. Covers time management,	management, business relationships, telephone		
business relationships, telephone	techniques, telecommuting, ethics, conflicts,		
techniques, telecommuting, ethics,	stress management, separating home and office		
conflicts, stress management,	life, networking with other virtual assistants,		
separating home and office life,	virtual assistant associations, conducting virtual		
networking with other virtual	meetings, legal requirements, insurance issues,		
assistants, virtual assistant	and negotiating contracts, creating business		
associations, conducting virtual	webpage and electronic portfolio. Prerequisite:		

	tings, legal requirements, rance issues, and negotiating	OS 250 or instructor permission. Recommended: CAS 111D		
	racts. Recommended: OS 250.	Recommended. CAS 111D		
Reason	1	er reflect the course content that is being taught and to		
for change	aid students in identifying the ne taking this course.	ecessary skills or classes required/recommended prior to		
	taking tins course.			
		student will be able to do "out there" (in their life roles as lobal citizen or lifelong learners), not in the classroom		
outcomes.	Three to six outcomes are recomm	mended See the course outcomes guidelines on the		
	vebpage for more guidance on <u>wr</u> rent_learning outcomes	New learning outcomes		
		Treat learning eaternies		
Reason				
for				
change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores				
If the SAC wa	ants to set the RD, WR and/or MTH p	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				
Standard	prerequisites - WK 113, KD 113	and with 20 of equivalent placement test scores		
☐ Placeme	ent into: .			
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
prefix & nun	nber:	☐ 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: .				
prefix & number: OS 250				
prefix & number:				
	se used for related instruction? Plue inventory of related instruction to	tompletee		
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 det	tails, who was contacted and the resolution.		
☐ Yes ⊠ No			
Implementation term	<ul><li>✓ Next available term after approval</li><li>☐ Specify term</li></ul>		
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	
Barb Kaufman	bkaufman@pcc.edu 5/11/2010		
SAC Administrative Liaison	Email	Date	
Cheryl Scott	cscott@pcc.edu 5/11/2010		

# 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		number Send comp	ocument as the course prefix and leted form electronically to um@pcc.edu	
☐ prerequ	isites and co-requisites			
x outcomes	3			
Grade option	n change			
Section #1 G	General Information			
Department	Business Administration	Submitter name	Usha Ramanujam	
		Phone	X 7507	
		Email	Usha.ramanujam@pcc.edu	
Current prefix and number	BA 213	Proposed prefix and number	No change	
Current course title	Principles of Accounting III	Proposed title (60 characters max)	No change	
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A	
description w		nmendations in the	ule of classes. Begin the course e description. Note: if you are only ctly to requisite section below	
Current Description		Proposed Description		
Study Managerial Accounting. Covers cost/volume relationships, manufacturing costs, cost decisions, management planning, budgeting, and responsibility accounting. Prerequisites: BA 211, Principles of Accounting I.		relationships, ma management pla	ial Accounting including cost/volume nufacturing costs, cost decisions, nning, budgeting, and responsibility equisites: BA 211, Principles of	
Reason for change	More concise.			

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 Demonstrate an understanding of basic \*Incorporate and use basic Managerial Accounting Managerial Accounting concepts. concepts in a business environment. \*Apply basic managerial accounting to business Apply basic managerial accounting to transactions and activities. business transactions and activities. \*Communicate effectively using standard business and accounting terminology. Communicate effectively using standard business and accounting terminology. Reason Course credits is changed from 3 to 4 due to the following: for 1. Increase direct instruction which helps students to deepen and solidify their change learning in this challenging course. 2. Strengthen student understanding and skills by adding time to explore problems on board and also increase interaction with instructor and other students. 3. Align course credits to offering at other community colleges and four year universities. 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 Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: . Prerequisite prefix & number: Corequisite pre/con Prerequisite Corequisite prefix & number: pre/con Proposed prerequisites, corequisites and concurrent x Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: . prefix & number: Prerequisite Corequisite pre/con ☐ Prerequisite prefix & number: ☐ Corequisite pre/con Is this course used for related instruction? Please confirm this by yes reviewing the inventory of related instruction templates. no If ves. 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 det	tails, who was contacted and the resolution.		
Yes			
x No			
Implementation	x Next available term after approval		
term	☐ Specify term		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Jeff Edwards	jedwards@pcc.edu	05/14/2010	
SAC Administrative Liaison	Email	Date	
Cheryl Scott	cscott@pcc.edu	05/14/2010	

## Contact and/or Credit Hour Change

Section #1 0	Gen	eral Information		
Department Business Administration			Submitter name,	Usha Ramanujam X 7507
			phone,	usha.ramanujam@pcc.edu
			and email	астопатать, <sub>д</sub> ать францева
Course prefix and number	В	A 213	Course title	Principles of Accounting III
•1 credit of le	ectu ec-la	ire meets 1 hr /wk, plus 2 hrs/wk ab meets 2 hr/wk, plus 1 hr of stu	udy, for 10 we	
CURRENT	CON	NTACT AND CREDIT HOURS	PROPOSED	CONTACT AND CREDIT HOURS
Lecture 30			Lecture 40	
Lab 0			Lab 0	
Lecture/Lab	0		Lecture/Lab	0
Total weekly contact hour		3	Total weekly contact hours	4
Total credits	3	3	Total credits 4	
Reason for change:  BA 213 is a 4 credit course at Mt. Hood Community college, Lane County Community College, Clakamas Community College and at Chemeketa. Course content at these institutions is similar to BA 213 at PCC. Increasing to 4 credits will align the course to other institutions. The additional weekly instructional time will help students/instructors in learning/teaching the course content more effectively. BA 213 is a 4 credit course at Portland State University as well.				
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.				
	•	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?				
Yes If yes, then you need to complete a degree/certificate change form located on the curriculum website				
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?				

☐ Yes ☒ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes x No	If yes, please describe	
Implemen term	tation	<ul><li>✓ Next available term after approval</li><li>☐ Specific term</li></ul>

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

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

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

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

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department: Bus	ine ss Administration	Submitter	Usha Rama	nujam
		name	X 7507	
		Phone	Usha.ramar	nujam@pcc.edu
		Email		
Course Prefix	BA GÏ	# Credits:	4	
and Number:	assigned)	T : ( T:0		
Course Title:	Business Practices and	Transcript Title (30 characters	Bus. Practi	ices and Cont. Issues
60 characters	Contemporary Social Issues	max)		
max		,		
Can this class	☐ Yes	Contact hours	Lecture (# o	of hours): 40
be repeated? (for ART,	x No	(refer to help guide if	Lec/lab (# o	f hours): 0
cooperative ed,	How many times?	necessary)	Lab (# of ho	ours): 0
PE, independent		,		
study only)		1.1.11		
	NS: Check as many or as few opti	-		Care Pater d at the stars of the
	<b>ault grade option</b> . What is the defer the CRN Students who do no			tion listed at the top of the a change in the dropdown menu
				ce if you have questions 971-722-
7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)	х		
	Pass/No pass			Х
	Audit in consultation with faculty	х		
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Num	ber and Title
must have the sa	me description and outcomes.	x No		
Course fee: Iden				
Course	Overview of contemporary socio	-economic models	and best pra	actices within the business
Description:	environment with a focus on global, domestic and internal business concerns. Individual and			
(field will expand as	corporate decision-making will b	e examined in a ra	ational, pragm	atic, responsible and decisive
needed)	manner.			

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

x Standard Prere	equisites - WR 115, RD 115 and MTH	20 or equiv	valent placement test scores		
☐ Placement into:		☐ Place	Placement into:		
course prefix & number: BA 101 course prefix & number: course prefix & number:			x Prerequisite		
Addendum to Course Description:					
member, communication outcomes are recommendated and the communication of the communication o	nity citizen, global citizen or lifelong le	arners), not	o do "out there" (in their life roles as worker, family t in the classroom outcomes. Three to six the curriculum website for more guidance on		
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>responsibility and the triple be decisions.</li> <li>2. Use the stakeholder model in workplace.</li> <li>3. Work within the codes of cond business setting.</li> <li>4. Recognize the ethical demand environment.</li> </ul>	ethical situand stands of supervi	thical standards in relation to corporate social or make effective on-the-job sound ethical ations for approaching ethical issues in the atements of values found in a professional and/or ision and/or management in the business kills and apply effectively in the workplace.		
Course activities and design: (from CCOG)					
Outcomes assessment strategies:	progress and the criteria for assigning the following tools: Examinations, qu	ng a course puizzes, hom al or group)	vill detail methods used to evaluate student grade. The methods may include one or more of nework assignments, journaling, interview, case ), small group problem solving of questions arising rns to actual experience.		

#### Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be

connected to the

outcomes)

# Themes, Concepts, and Issues:

- A. Business and Society
- B. Corporate Social Responsibility
- C. Stakeholder Approach to Business
- D. Strategic consumer interface impacting the triple bottom line
- E. The science of strategic philanthropy
- F. International business theory and practice

**COURSE CONTENT (Themes, Concepts, Issues and Skills)** 

G. Codes of Business Ethics and/or conduct

#### **Competencies and Skills:**

- A. Differentiate among the various stakeholder views of the business.
- B. Understand appropriate business responses and management and/or supervisory approaches for dealing with social, political, environmental, technological and global issues and stakeholders.
- C. Develop and apply decision-making skills to ethical dilemmas, cases and discussions.
- D. Develop awareness for the complexities of operating a business and the contemporary business model.
- E. Present and defend opinions on problematic questions in group and classroom discussions.
- F. Evaluate judgments based on given criteria.
- G. Participate in classroom discussions and work with teams on group project.
- H. Use critical thinking skills and problem solving skills to analyze case studies.

#### Reason for the new course

'Business Practices and Contemporary Social Issues' course will be developed and taught by Business faculty with an emphasis on the practical aspects of impact of issues on business practices. The approach of the course is to deal with issues as it relates to operation of businesses with students who have more business back ground (BA101prerequisite). Case studies will be used so students have more exposure to contemporary issues.

- \*This course will benefit BA students to gain a better understanding of business.
- \* This course can be a BA elective for the students.
- \*This course can be BA transfer course.
- \*Philosophy department has been involved in discussions about this course and has consented to Business Administration developing and offering this course.

#### Section #2 Transferabiltiy

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 cours	2. Will a department accept the course for its major or minor requirements?			
3. Will the course be accepted as part	t of th	ne University's distribution requirements?		
If a course transfers as an elective on nature of the course, though it will like		may still be accepted or approved as an LDC cour of be eligible for Gen Ed status.	se, depending on the	
Which OUS school will the course transfer to? List all		Exploring the possibility with PSU		
How does it transfer Check all that apply		☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only		<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving instituti</li> <li>☐ Other - provide evidence</li> </ul>	ion	
Identify comparables at Oregon school	ols			
Is General Education or Cultural Diversity designation being sought at this time?		☐ Yes – Submit the General Education form ☐ No		
Section #3 Additional Information for	new	LDC courses		
How or where will the course	]×	on campus		
be taught. Check all that apply		hybrid on-line (complete DL Modality form, obtain signa other (explain)	ture and submit)	
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):	AAS	S(Accounting) #	credits:92 credits	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Ele	AS (Accounting) currently requires PHL 202 Introduction to Philosophy: ementary Ethics OR PHL 209 Business Ethics. is course will be added as a 3 <sup>rd</sup> option.		
Impact on other Programs and Depar	tmen	ıts		
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.	Philosophy currently offers PHL 202 and PHL 209 which are taught from a philosophical approach and is different from the practical approach of this course. Discussions have been held with John Farnum (Philosophy SAC Chair) between November 09 and March 2010. Per John's email of March 19, 2010 Philosophy department has consented to Business Administration developing and offering this course.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached	N/A			

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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.	N/A	
Implementation term:	x Next available term after approval	
	☐ Specify term	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Jeff Edwards	jedwards@pcc.edu
SAC Administrative Liaison	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page.	

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.

# Curriculum Request Form Related Instruction

Current Course Number: DT 205

Current Course Title: Dental Technology Lab V

Computation Hours: 10

Content (Activities, Skills,

Concepts, etc.):

Utilizing Direct instruction in DT 101 and DT 204 students will

participate in:

Demo ratios for mixing phosphate investment for high

temperature alloys and refractory casts

Demo techniques of mixing different phosphate investments Students pour refractory models in phosphate investment Students invest various ceramic framework wax patterns

Demonstrate ratios of wax pattern to casting alloy materials Demo techniques of weighing patterns and estimating noble

casting alloy requirements Instructor query of students

Students cast ceramometal frameworks using the required

proportion of wax to noble metal

Demo measurements, metal thickness, and porcelain tolerances,

in design of ceramometal framework

Demo ceramometal framework design and construction Students design ceramometal frameworks, using proper measurements, metal thickness, and porcelain tolerances

Demonstrate ratios of build-up porcelain veneers to create

illusion of natural tooth coloration and translucency

Demo techniques of veneering porcelain to create illusion of

natural tooth coloration and translucency

Instructor query of students

Students build-up crowns using natural tooth blend ratios

Communication Hours:

Content (Activities, Skills,

Concepts, etc.):

Human Relations Hours: 21

Content (Activities, Skills,

Concepts, etc.):

Utilizing Direct Instruction previously learned in DT 101

students will participate in:

Student interaction during ceramometal framework wax pattern

fabrication

Interaction among students in general area during investment

mixing and pouring

Interaction among students in general area during weighing and

casting procedures

Interaction instructor /student and student/student during

ceramometal framework measuring and finishing

Students/Instructor discussions during ceramometal framework

pre-grade

Interaction instructor /student and student/student during PFM

buildup/firing and finishing

Students/Instructor discussions during PFM pre-grade

Contact Name: Josette Beach
Contact Email: jbeach@pcc.edu

# Curriculum Request Form Related Instruction

Current Course Number: DT 206

Current Course Title: Dental Technology Lab VI

Computation Hours: 11

Content (Activities, Skills,

Concepts, etc.):

Demo ratios for mixing different gypsum materials for ortho

models

Demo techniques of measuring angles and trimming models to

ortho study model specifications

Students pour models in gypsum and trim models to ortho study

model specifications

Demo measuring models for various ortho appliances

Demo techniques of applying measurements to wire cutting and

bending for various ortho techniques

Students construct ortho appliances using proper ratios & measurements to place & form wires for tooth movement

Demonstrate mixing of different ratios of phosphate investment for refractory models and investing RPD wax patterns

Demo techniques of mixing investment for refractory models and

investing RPD wax patterns

Instructor query of students

Students mix and pour phosphate investment for refractory models

and investing RPD wax patterns

Demonstrate ratios of wax pattern to casting alloy materials Demo techniques of weighing wax patterns and estimating RPD alloy required

Instructor query of students

Students cast RPD frameworks

Demo measurements, radii, angles, and metal thickness of RPD

framework

Demo RPD finishing

Students finish RPD frameworks, using proper radii, angles and metal thickness

Student measuring of angles (degrees) and mm (metric) during

tooth set up, denture wax-up process on RPD Measuring required during processing and finishing of a partial

denture setup

Demonstration and following questions for partial denture wax up Demonstration and questions related to the final processing of a

removable partial denture

Communication Hours: 0

Content (Activities, Skills,

Concepts, etc.):

Human Relations Hours: 34

Content (Activities, Skills,

Concepts, etc.):

Utilizing Direct Instruction previously learned in DT 101 students

will participate in:

Student/student discussions of the time, temperature and

measurement systems/conversions

Interaction among students in general area during model

duplication and pouring

Student interaction during ortho and RPD appliance construction Interaction instructor /student and student/student during ortho and

RPD appliance construction and finishing

Students/Instructor discussions during ortho and RPD appliance

pre-grade

Contact Name: Josette Beach
Contact Email: jbeach@pcc.edu

Current Course Number: DT 270

Current Course Title: Crown and Bridge

Computation Hours:

Content (Activities, Skills, Describe investing wax patterns as an integral part of crown

Concepts, etc.): and bridge fabrication.

Describe soldering process of materials for inlay, only and

crown and bridge

Discuss oral structure, functions and malfunctions as related

to crown and bridge.

Communication Hours: 0

Content (Activities, Skills,

Concepts, etc.):

Human Relations Hours: 0

Content (Activities, Skills,

Concepts, etc.):

Current Course Number: DT 253

Current Course Title: Science of Dental Materials III

0

0

Computation Hours: 5

Content (Activities, Skills,

Demo techniques of weighing noble alloy restorations using the Troy weight system

Concepts, etc.):

Calculate weights of single and multiple unit restorations

using standard lab procedures

Prepare invoices and statements for accounting purposes

Communication Hours:

Content (Activities, Skills,

Concepts, etc.):

Human Relations Hours:

Content (Activities, Skills,

Concepts, etc.):

Current Course Number: DT 271

Current Course Title: Partials, Clasps and Bar

Computation Hours: 1

Content (Activities, Skills,

Concepts, etc.):

Explain the nature and use of surveyors as a part of the removable partial denture construction process.

• Describe the purposes and procedures used to block out undercuts and relieve the partial denture.

♦ Identify spruing and investing materials and discuss the methods and procedures as used in the construction of removable partial dentures.

Select, arrange and adapt artificial teeth to a removable partial denture.

Communication Hours: 0

Content (Activities, Skills,

Concepts, etc.):

Human Relations Hours: 0 Content (Activities, Skills,

Concepts, etc.):

Current Course Number: DT 272

Current Course Title: Dental Ceramics

Computation Hours: 2

Content (Activities, Skills,

Concepts, etc.):

Compare and demo various proportions of natural tooth shapes to

basic facial shapes

Demo various blends of natural tooth shades when compared to

basic facial complexions

Demo ratios of natural tooth enamel to dentin blends in basic tooth

structure

Discuss/demo techniques of mixing porcelain veneers to create

illusions of natural tooth coloration and translucency

Instructor query of students

Student questions

Communication Hours: 0

Content (Activities, Skills,

Concepts, etc.):

Human Relations Hours: 0

Content (Activities, Skills,

Concepts, etc.):

# 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		number Send comp	leted form electronically to um@pcc.edu
Grade option change			
		_	
Section #1 G	eneral Information		
Department	rades and Industry	Submitter name	Richard Willebrand
		Phone	503-978-5653

Section #1 General Information				
Department 7	rades and Industry	Submitter name	Richard Willebrand	
		Phone	503-978-5653	
		Email	rwillebr@pcc.edu	
Current prefix and number	APR 103	Proposed prefix and number		
Current course title	LME: AC Motors and Transformers	Proposed title (60 characters max)		
Reason for title change	No Change	Proposed transcript title (30 characters max)		

	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	F	Proposed Description		
LME: AC Motors and Transformers covers the construction, theory and application of three phase AC motors and single phase AC motors, includes theory and application of three phase windings namely the Delta and Wye connection. Introduces power factor as an electrical circuit, deciphering motor and name plate data, and electrical safety standards. Prerequisites: APR 102 or TE 9623	transformers and motors. Includes wound and Wye w Includes Power F nameplate data, r	of, construction, and application of of three phase and single phase AC the theory and application of Delta wound motors and transformers. actor in electrical circuits, motor reading schematics, and electrical especially for Arc Blast and Arc Flash rotection.		

Reason for change	Course change from three to four credits			
worker, fam outcomes. curriculum v	ily member, community citizen, gland Three to six outcomes are recommunity with the community of the communi			
Cur	rrent learning outcomes	New learning outcomes		
discuss, explain, service, and repair AC motors and transformers utilizing test equipment as applied to subsequent courses and the workplace.  Solve electrical equations using trade specific mathematical formulas.*  Draw and interpret industrial blueprints and schematics.*  Demonstrate safe working conditions in accordance with state and federal regulations.*  service, and repair AC motors and tra using test equipment, as applied to su courses and the workplace.  Properly apply current OSHA safety s for the prevention of ARC Blast and A using correct Personal Protective Equipment, as applied to su courses and the workplace.  Properly apply current OSHA safety s for the prevention of ARC Blast and A using correct Personal Protective Equipment, as applied to su courses and the workplace.  Properly apply current OSHA safety s for the prevention of ARC Blast and A using correct Personal Protective Equipment, as applied to su courses and the workplace.  Properly apply current OSHA safety s for the prevention of ARC Blast and A using correct Personal Protective Equipment, as applied to su courses and the workplace.  Properly apply current OSHA safety s for the prevention of ARC Blast and A using correct Personal Protective Equipment, as applied to su courses and the workplace.  Properly apply current OSHA safety s for the prevention of ARC Blast and A using correct Personal Protective Equipment, as applied to su courses and the workplace.		<ul> <li>service, and repair AC motors and transformers using test equipment, as applied to subsequent courses and the workplace.</li> <li>Properly apply current OSHA safety standards for the prevention of ARC Blast and ARC Flash using correct Personal Protective Equipment.</li> <li>Solve electrical equations using trades specific mathematical formulas.*</li> <li>Draw and interpret industrial blueprints and</li> </ul>		
	renticeship Degree  Added Course Content for chang	e from three to four credits		
for change	Added Course Content for Chang	e nom thee to loar credits		
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 & nun	prefix & number:			
prefix & number:				
	Proposed prerequisit	es, corequisites and concurrent		
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: .				

prefix & number: /	APR 102		☐ Corequisite	☐ pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
		<u>.</u>			
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
template to reflect	to see if the hours of studen the revision. This may requi ated instruction website to for	ire a related instruction c	urriculum revision		
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prereq	ouses, such as academ	ic programs that		
Please provide de	tails, who was contacted and	I the resolution.			
☐ Yes					
⊠ No	No				
Implementation	Next available term a	after approval			
term Specify term Spring Term , 2011					
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.					
	AC Chair	Fmail		Date	

rwillebr@pcc.edu

kdins@pcc.edu

Email

Richard Willebrand

Kate Dins

SAC Administrative Liaison

May 13, 2010

May 13, 2010

Date

### Contact and/or Credit Hour Change

Section #1 General Information				
Department	cpartificit fraucs and industry		Submitter name,	Richard Willebrand
			phone,	
			and email	
Course prefix and number	Al	PR 103	Course title	LME: AC Motors and Transformers
•1 credit of le	ectu ec-la	re meets 1 hr /wk, plus 2 hrs/wk ab meets 2 hr/wk, plus 1 hr of st	udy, for 10 we	
CURRENT C	CON	NTACT AND CREDIT HOURS	PROPOSED	CONTACT AND CREDIT HOURS
Lecture 30		Hours	Lecture 40	Hours
Lab			Lab	
Lecture/Lab			Lecture/Lab	
Total weekly contact hour		3 Hours	Total weekly contact hours	4 Hours
Total credits		3 Credits	Total credits	4 Credits
Reason for change:	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			Industry requirement for Apprenticeship
	LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website			
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	ees or certificates affected by this change?
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?				

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ⊠ No	If yes, please describe	
Implementation term		<ul><li>☐ Next available term after approval</li><li>☑ Specific term Spring Term, 2011</li></ul>

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

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

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

# Course Revision

	1
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	

Section #1 General Information				
Department <sup>-</sup>	Frades and Industry	Submitter name Phone Email	Richard Willebrand 503-978-5653 rwillebr@pcc.edu	
Current prefix and number	APR 123	Proposed prefix and number		
Current course title	AC Theory/Motors/ Transformers	Proposed title (60 characters max)		
Reason for title change	No change	Proposed transcript title (30 characters max)		
description w		nmendations in the	ule of classes. Begin the course e description. Note: if you are only ctly to requisite section below	
(	Current Description	Proposed Description		
AC Theory for Motors and Transformers focuses on alternating current power distribution, transformers, motors, storage cells, solid state semiconductor devices, and three phase motor winding connections (Delta and Wye) as they apply to the heavy industrial environment. Prerequisites: APR 122 or TE 9611.		Focuses on alternating current power distribution, transformers, storage cells, solid state semiconductor devices, and Delta/Wye three phase motor winding connections as applied to the heavy industrial environment. Prerequisite: APR 122		

	Change from three to four credits.			
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 <u>writing good outcomes</u> .				
Cu	rrent learning outcomes		New learning outcomes	
alte curr disc gen disti batt sem sub wor • Den term con and • Use elec	the general theories of both rnating current flow and direct rent flow in conductors to cuss, explain, and apply the eral principles of power ribution, transformers, motors, eries, and solid state niconductor devices as applied to sequent courses and the kplace.  nonstrate familiarity of industry ninology.*  nonstrate safe working ditions in accordance with state federal regulations.*  e test equipment to make etrical measurements.*  nonstrate appropriate use and e of trade specific agreement.*	<ul> <li>New learning outcomes</li> <li>Use the general theories of both alternatic current flow and direct current flow in conductors to discuss, explain, and apply electrical principles of power distribution, transformers, motors, batteries, and solid state inductor devices as applied to guent courses and the ace.</li> <li>Read, interpret, and apply schematic draw to the repair and installation of electrical or and equipment.</li> <li>Properly apply current OSHA standards for prevention of ARC Blast and Arc Flash in workplace using proper personal protecting equipment.</li> <li>Demonstrate familiarity of industry terminology.*</li> <li>Demonstrate safe working conditions in accordance with state and federal regular</li> </ul>		
Reason for	Added Course Content for the ch	ange of	f three to four credits.	
change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
	•	es, core	quisites and concurrent	
Standar	d prerequisites - WR 115, RD 115	and MT	TH 20 or equivalent placement test scores	
☐ Placeme	☐ Placement into: .			
prefix & nui	prefix & number:			
nrefix & nu	mher:		Prerequisite	

Proposed prerequisites, corequisites and concurrent				
Standard prerequisites - WR 115, RD 115 a	and MTH 20 or equivaler	nt placement test scores		
☐ Placement into: .				
prefix & number:		☐ Corequisite ☐ pre/con		
prefix & number: APR 122		☐ Corequisite ☐ pre/con		
Is this course used for related instruction? Pleareviewing the inventory of related instruction te		☐ yes ☐ no		
If yes. Then check to see if the hours of student template to reflect the revision. This may require comprehensive related instruction website to for	ire a related instruction of	curriculum revision. Visit the		
IMPACT ON OTHER DEPARTMENTS AND C that may impact other departments or camp this course for their program or as a prereq	ouses, such as academ	nic programs that require		
Please provide details, who was contacted and	the resolution.			
☐ Yes ☐ No				
Implementation	after approval			
erm Specify term Spring Term, 2011				
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		
Richard Willebrand	rwillebr@pcc.edu	May 13, 2010		
SAC Administrative Liaison	Date			
Kate Dins	kdins@pcc.edu	May 13, 2010		

### Contact and/or Credit Hour Change

Section #1 General Information				
Department Tr	Richard Willebrand			
	name,		503-978-565	
		phone,	rwillebr@pcc.edu	
		and email		
Course prefix and number	APR 123	Course title	AC/Theory/Motors/Transformers	
•1 credit of lec- •1 credit of lab	ture meets 1 hr /wk, plus 2 hrs/wk -lab meets 2 hr/wk, plus 1 hr of sto or cooperative ed meets 3 hrs/wk	udy, for 10 we , with minima	eeks = 30 hr Il outside study, for 10 wks = 30 hr	
CURRENT CC	NTACT AND CREDIT HOURS	PROPOSEI	CONTACT AND CREDIT HOURS	
Lecture 30	Hours	Lecture 40	Hours	
Lab		Lab		
Lecture/Lab		Lecture/Lab		
Total weekly contact hours	3 Hours	Total weekly contact hours	4 Hours	
Total credits	3 Credits	Total credits	4 Credits	
Reason for change:				
	JTCOMES: Are learning outcome is expected there will be a change		this change. If you are adding or removing mes.	
⊠ Yes If y	res If yes, then complete the learning outcomes section of the course revision form found on the			
IMPACT ON D	IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
Yes If yes, then you need to complete a degree/certificate change form located on the curriculum website				
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?				

122

☐ Yes ⊠ No	If yes, please explain			
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?		
OH CHIOM	ilonic or oonic	on overlap.		
Yes	If yes,			
⊠ No	please			
	describe			
	describe			
Implementation		☐ Next available term after approval		
term		Specific term Spring Term, 2011		
		Z opcomo term epimig remi, ze r		

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

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

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

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

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information						
Department:	Trades and Industry		Submitter name	Richard V	Villebrand	
			phone and email	503-978-	5653	
				rwillebr@	pcc.edu	
Prefix and Course Number:	APR 22	7	Credits:	3 Credits	3 Credits	
Course Title: (60 characters max)	NEC Re Prepara	eview and Exam tion	Transcript Title (30 characters max)	NEC Rev	NEC Review and Exam Prep	
Can this class be	Yes	How many	Contact hours:	Lecture: 3	0	
repeated?	⊠ No	times?		Lec/lab:		
				Lab:		
Is this course equiva			☐ Yes ⊠ No			
GRADE OPTIONS:	Check as	many or as few optio	ns as you'd like	•		
dropdown menu for will automatically be	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)					(Choose one)	
A-F (letter grade)						$\boxtimes$
Pass/No pass						
Audit in consultation with faculty						
	Course or program fee: (Identify only fees which are independent of the standard lab fee)					
Course Description in the description.		the course descripti expands as needed)	on with an active	verb. Inclu	de course re	commendations
Assists and prepares the Electrical Professional and the Electrical Apprentice to take State of Oregon Electrical Licensing Examinations. Includes use of the National Electrical Code, Oregon Electrical Specialty Codes, and applicable Oregon Administrative Rules. Includes electrical calculations applicable to an examination and to the workplace.						
•						
Identify prerequiste, corequisite and concurrent course(s)						
(double click on ched	(double click on check box to activate dialog box)					
☐ Standard Prerequ	☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:	☐ Placen	ent into:	1			
course prefix & num	ber: Depa	rtment Permission	☐ Prereq	uisite 🔲 (	Corequisite	pre/co
course prefix & number:			☐ Prereq	uisite 🔲 🗀 (	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. Outcomes: (Use Prepare for and take State of Oregon Electrical Licensing observable and Examinations for persons who have been referred for examination by measurable verbs) the state. • Efficiently navigate the National Electrical Code Book, Oregon **Specialty Electrical Code Book, and Oregon Administrative Rules** when applicable in a licensing examination setting. Perform a range of electrical calculations in a licensing examination setting. Course activities and Organize the National Electrical Code Book and other code books design: (from CCOG) using a system of page tabs. Take practice examinations that require efficient use Code Book navigation. Lecture on how different Code Books are organized. Outcomes assessment Assessment will be accomplished by applicable practice examinations. strategies: (from CCOG) Course Content: Determine applicable code articles from applicable Code Books. Themes, Concepts, **Determine organization of Code Books and articles** Issues and Skills: (from CCOG they Practice electrical calculations related to the testing process. should be connected to the outcomes)

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.  The approach to Electrical Licensing Testing that is outlined in this course has greatly improved the pass rate for these examinations.					
Will this new course be part of an e and/or degree?	⊠ Yes □ No				
Name of certificate(s):  Certificate of Completion: Electrician Apprenticeship Technologies		# credit: 3 Elective Credits			
Name of degree(s):  Associate of Applied Science: Electrician Apprenticeship Technologies  # credit: 3 Elective Credits					
Will this new course be part of a new, proposed PCC certificate or degree?					

		⊠No				
Name of new certificate(s):		# credit:				
Name of new degree(s):		# credit:				
Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:						
Is this course used to supp	ly related instruction for a certificate?	☐ Yes ☑ No				
If <b>no</b> is selected continue to	part three.					
If <b>yes</b> is selected complete www.pcc.edu/curriculm.	the related instruction form available on the curricu	ılum office website,				
Section #3 Additional Infor	mation for new CTE courses					
How or where will the course be taught. Check all that apply	<ul><li></li></ul>	e DL Modality form, obtain				
Transferability: Will this course transfer to another academic institution? Identify	No					
Impact on other Programs	and Departments					
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No					
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No					
Identify and consult with Sacourse duplication, prerequ	AC chairs who may be impacted by this course suclisite, enrollment, etc.	h as content overlap,				
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No					
Is there any potential impa	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:	<ul><li></li></ul>					

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					
Richard Willebrand	rwillebr@pcc.edu	May 13, 2010			
SAC Administrative Liaison	Email	Date			
Kate Dins	kdins@pcc.edu	May 13, 2010			

# 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 x description  prerequisites and co-requisites  x outcomes  Grade option change			number Send compl	leted form electronically to um@pcc.edu
Section #1 G	General Information			
Department	Managemen t/Supervisory Development	Sub Pho Em		Joe Wright x2955 jwright@pcc.edu
Current prefix and number	MSD 200		posed prefix I number	
Current course title	Organizations and Social Responisbility		posed title characters ()	
Reason for title change		trar	posed ascript title characters	
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				e description. Note: if you are only
(	Current Description		F	Proposed Description
Clarifies managerial/supervisory attitudes about the relationship between business and government, the anti-discriminatory and open work environment, current environmental issues such as pollution and energy, the consumer movement, and workplace ethics.		responder various vari	Explores the changing relationships and responsibilities between organizations and their various stakeholders. These include social and ethical issues of the community in which the company exists, employee rights and diversity, global corporate citizenship, role of government oversight of business, environmental issues, and consumer protection.	
Reason for change More closely follows the course of				,

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

- Describe the importance of social responsibility and describe its impact on the organization's ethical and social decisions.
- Identify why and how the government regulates and polices the ethical obligations of business.
- Understand business' impact on the environment with the need to produce goods.
- Describe the role business takes in preventing discrimination, harassment, and other civil rights violations in the workplace.
- Explain the responsibility of business to produce goods while ensuring the safety of the consumer and the employee.
- Create a viable ethics program for an organization.

- Apply corporate responsibility standards and practices to make ethical and informed market and non-market decisions.
- Build positive economic relationships with international stakeholders through the use of global corporate citizenship practices.
- Apply corporate social responsibility standards to assess how organizations are meeting their social and ethical obligations.
- Conduct business in an ethical manner in compliance with various environmental, employment, and international laws.

Reason for change

To more closely align the wording of the outcomes to PCC standards, thereby making them more applicable to how the student will apply them.

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

2

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into	· .					
prefix & number:	prefix & number:					
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
	Proposed prerequisites, of	corequisites and conc	urrent			
☐ Standard prere	quisites - WR 115, RD 115 and	MTH 20 or equivalen	t placement test scores			
☐ Placement into	: .					
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
	I for related instruction? Please ntory of <u>related instruction temp</u>		yes no			
template to reflect	to see if the hours of student le the revision. This may require a ated instruction website to for in	a related instruction c	urriculum revision. Visit the			
-						
that may impact of	ER DEPARTMENTS AND CAN other departments or campus eir program or as a prerequis	es, such as academ	ic programs that require			
Please provide det	tails, who was contacted and the	e resolution.				
☐ Yes x☐ No						
Implementation term	x Next available term after Specify term	er approval				
	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 Depart						
This proposal has been reviewed at the SAC level and approved for submission.						
S	SAC Chair Email Date					
SAC Adm	ninistrative Liaison	Email	Date			

Current Course MA 123

Number:

Current Course MEDICAL OFFICE CLINICAL PROCEDURES

Title:

Computation 2Í

Hours: Content

(Activities, Skills,

Concepts, etc.): Ghi XYbhWUW `UhY'VcXmhYa dYfUhi fY'Vch 'a Ubi U`miUbX'Y`YWfcb]WU`mi

Ghi XYbhiWUWi`UhY'VcXmig]nY'fUh]cg'cZbYk Vcfb']b'Wcb4i bWl]cb'k ]h\ 'h\ Y'bcfa U'ghUbXUfXg 'UbX'h\ Yb'[ fUd\ 'h\ cgY'fYgi `hg''

Ghi XYbhiWUWi`UhiYk\]Wi`g]nY`V`ccX`dfYggi fY`Wi ZZhc`i hj`]nY `]b`fY[ UfXg`hc`dUnjYbhg`g]nY``

Ghi XYbhgʻWUWi`UhYʻh YʻUb[`YʻcZh\YʻbYYX`Y`]bʻU`ʻdUfYbhUʻ`]b^YWi]cbʻhcʻa U\_Yʻgi fYʻh\YmiUfYʻ YbhYf]b[`]bhcʻh YʻWcffYWh`UmYfʻcZh\YʻVcXmʻ

Ghi XYbhgʻWUWi`UhYʻUbX`YjUʻiUhYʻ=aaib]nUh]cbʻfYWcfXgʻhcʻgYYʻk\YbʻdUh]YbhgʻUfYʻXiYʻ ZcfʻZc``ckidʻjUWW]bYgʻʻ

Ghi XYbhg`YjU`i UhY`WUFX]UWWWWYYg`UbX`fY`UhY`h\ Ya `hc`bcfaU`\ Y][\hg`UbX``Yb[h\ g`cZh\ Y` EFG`k Uj Yg`cb`Ub`Y`YWYfcWUFX]c[fUd\``

Ghi XYbhgʻWUʻWi`UhYʻh\ YʻhYa dYfUhi fYʻbYYXYXʻZcfʻX]ZZYfYbhimdYgʻcZgi fZUWYgʻh\ Uhik ]```VYʻ Ui hcWUj YXʻUbXʻh\ Ybʻ]bdi hih\ Uhi]bZcfa Uhjcbʻ]bhcʻʻh\ YʻWca di hYf#Ji hcWUj Yʻʻ Ghi XYbhgʻWUʻWi`UhYʻfYUX]b[ 'X]ZZYfYbhig]nYgʻcZ\ mdcXYfa ]Wgmf]b[ YgʻZca ʻ]bgi `]bʻgmf]b[ Ygʻ hc`\*\$WWgmf]b[ Ygʻ\_\_\_\_\_\_

Contact Name: Jin Kim

Contact Email: jin.kim2@pcc.edu

Related Instruction for MA 124 – Med Office Clinical Procedures Lab

Computation Hours: 25

Content: St

Student calculating vital signs; using multiplication and division skills to determine pulse rate, respiratory rate. Used in all patient assessment modules.

Student calculating conversions to arrive at appropriate medication dosages, reading prescriptions, and entering that input into the EMR.

Student explaining to paitents how much medication to take by converting to household measurements.

Student calculation of intravenous fluid concentrations to oxygen administration by the use of ratio's and proportions

Student calculation of Body Mass Index of patient

Student calculation and analyzing of arterial blood gas results

Student input and calculate Spirometry testing based on height, weight, temperature and barometric pressure

Student calculate parental injections by converting doctors orders into a medical dose

that will be administered to the patient via hypodermic needle

Student predict menstrual cycles and pregnancy dates via addition and subtraction

Student calculate and interpret audiometry reading

Student calculate and interpret Snellen and Ishihara exams

### Contact and/or Credit Hour Change

Section #1 General Information				
Department	Ме	dical Assisting	Submitter name, phone, and email	Jin Kim 503-978-5664 <u>jin.kim2@pcc.edu</u>
Course prefix and number	М	A 117	Course title	Medical Office Administrative Procedures
•1 credit of le	ectu ec-la ab c	re meets 1 hr /wk, plus 2 hrs/wk ab meets 2 hr/wk, plus 1 hr of sto or cooperative ed meets 3 hrs/wk	udy, for 10 we x, with minima	eeks = 30 hr al outside study, for 10 wks = 30 hr
CURRENT C	CON	NTACT AND CREDIT HOURS	PROPOSED	CONTACT AND CREDIT HOURS
Lecture 4			Lecture 3	
Lab			Lab	
Lecture/Lab			Lecture/Lab	
Total weekly contact hour		12	Total weekly contact hours	9
Total credits		4	Total credits	3
Reason for change:				
		TCOMES: Are learning outcome expected there will be a change		this change. If you are adding or removing mes.
	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website			
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	rees or certificates affected by this change?
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?				

X Yes	If yes, please explain	This will not directly impact Columbia Gorge CC but because they are still under our umbrella they have been notified of our changes and will change their curriculum to match ours after approval.
•		with SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
X Yes	If yes, please describe	
Implementation term		<ul><li>☐ Next available term after approval</li><li>X Specific term – Spring 2011</li></ul>

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

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

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

#### **Course Revision**

Save this document as the course prefix and

What do you want to change?

Check all that apply- double click on the box to open the task window			number		
X course number			Send completed form electronically to		
X title			<u>curricuit</u>	um@pcc.edu	
descript	tion				
☐ prerequ	isites and co-requisites				
X outcom	es				
Grade option	<u>change</u>				
Section #1 G	eneral Information				
Department I	Medical Assisting	Su	bmitter name	Jin Kim	
			one	503-978-5664	
		Em	ail	jin.kim2@pcc.edu	
Current			posed prefix	MA 270	
prefix and number		and	d number		
Current	Administrative Directed	Dro	posed title	Administrative Practicum	
course title	Practice		characters	Administrative Fracticum	
		ma	×)		
Reason for	Clarify "directed practice"- not	Dro	posed	Administrative Practicum	
title change	clear enough		nscript title	Administrative Fracticum	
and on ange	Crown Criedgi.	(30	characters		
		ma	,		
				ule of classes. Begin the course edescription. Note: if you are only	
	prerequisites, please skip this se				
	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						
Don't have any	1. Perform administrative tasks, including bookkeeping procedures and process insurance claims, clerical forms and operational forms (inventory or routine maintenance and quality control).  2. Explain general office policies and establish and maintain patient records.  3. Communicate (written, verbal and nonverbal) effectively with diverse patients and staff about patient instructions, community resources and health maintenance and disease prevention.  4. Apply medico-legal knowledge to identify and respond to issues of confidentiality.  5. Perform and document within legal and ethical boundaries.  6. Identify and model professional conduct and appearance in specific, multicultural workplace settings.						
Reason for change We need to have outcomes on our	ccog						
REQUISITES: Note: If this course has been approve prerequisites: WR 115, RD 115, and MTH 20 or equ If the SAC wants to set the RD, WR and/or MTH pre Prerequisite Opt out form.							
Current prerequisites,	corequisites and concurrent						
Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent placement test scores						
Placement into:							
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con						
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con						
Proposed prerequisites	s, corequisites and concurrent						
Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent placement test scores						
☐ Placement into: .							
prefix & number:							
prefix & number:							

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 prov	de details, who was contacted a	nd the resolution.			
Yes No	Yes No				
that may im	pact other departments or car	CAMPUSES – are there change mpuses, such as academic prog equisite for courses or programs	rams that require		
Please prov	de details, who was contacted a	nd the resolution.			
Yes No					
Implementa term	ion X Next available terr  Specify term	n after approval	_		
	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 propos	al has been reviewed at the SAC	level and approved for submissio	n.		
	SAC Chair	Email	Date		
Jin Kim		jin.kim2@pcc.edu	5/23/10		
SA	SAC Administrative Liaison Email Date				

lclausen@pcc.edu 5/23/10

Larry Clausen

## Contact and/or Credit Hour Change

Section #1 General Information						
Department Medical Assisting			Submitter name,	-	Kim	
			50		3-978-5664	
					kim2@pcc.edu	
			and email			
Course prefix and number	M	A 125	Course title		ministrative Directed Practice	
•1 credit of le	ctu c-la	edit Hours ire meets 1 hr /wk, plus 2 hrs/wk ab meets 2 hr/wk, plus 1 hr of sto or cooperative ed meets 3 hrs/wk	udy, for 10 we	eks	s = 30 hr	
CURRENT C	100	NTACT AND CREDIT HOURS	PROPOSED	CC	ONTACT AND CREDIT HOURS	
Lecture			Lecture			
Lab 2			Lab 5			
Lecture/Lab			Lecture/Lab			
Total weekly contact hours		64 total = (8 wk rotation – 1 day a wk)	Total weekly contact hours		150 total = (6 wk rotation – 3 days a week + first day of orientation on campus)	
Total credits		2	Total credits		5	
Reason for change:						
		TCOMES: Are learning outcome expected there will be a change			change. If you are adding or removing	
X Yes If yes, then complete the learning outcomes section of the course revision form found on the curriculum website						
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	ees	or certificates affected by this change?	
X Yes If yes, then you need to complete a degree/certificate change form located on the curriculum website						
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?						

X Yes	If yes, please explain	There is not a direct impact on Columbia Gorge CC but they are aware of the changes that we want to make and they will do the same once approved through PCC.
•		with SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
X Yes	If yes, please describe	
Implementation term		<ul><li>☐ Next available term after approval</li><li>X Specific term – Spring 2011 if possible but ultimately Fall 2011</li></ul>

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

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

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

#### Course Revision

Save this document as the course prefix and

What do you want to change?

Check all that to open the ta	t apply- double click on the box ask window		number				
X course number			Send completed form electronically to				
X title			curriculum@pcc.edu				
☐ descript	ion	'					
☐ prerequ	isites and co-requisites						
X outcome	es						
Crada antian	ahanaa						
Grade option	<u>cnange</u>						
Section #1 G	eneral Information						
	Medical Assisting	Sul	bmitter name	Jin Kim			
			one	503-978-5664			
		Em	nail	jin.kim2@pcc.edu			
Current	MA 133		posed prefix	MA 271			
prefix and number		and	d number				
Current	Clinical Directed Practice	Pro	posed title	Clinical Practicum			
course title		(60	characters				
		max	x)				
Reason for	Clarify "Directed Practice" –		posed	Clinical Practicum			
title change	not clear enough		nscript title				
		max	characters x)				
				ule of classes. Begin the course			
	of the anactive verb. Include reconstruction prerequisites, please skip this se			e description. Note: if you are only atty 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

curriculum webpage for more guidance on writing good outcomes.								
	rrent learning outcomes	New learning outcomes						
Don't curre	ntly have any	MEDIO	CAL ASSISTING C	OUTCOMES:				
			Identify, administer and document medications based on usage outcomes, side effects and according to the principles of the 6 rights.					
			ect, process, and t document follow-u	•	ecimens and			
			ly current up-to-da principles in the wo		and safety			
			lfully perform and o					
5. Effectively apply verbal, nonverbal and written communication principles and skills in the workplace.								
6. Maintain ethical standards and confidentiality for patient privacy and practice integrity.					•			
Reason for change	We needed to have learning outc	omes fo	or this course					
prerequisites  If the SAC w	S: Note: If this course has been appros: WR 115, RD 115, and MTH 20 or earnts to set the RD, WR and/or MTH popt out form.	quivalen	t placement test scor	res				
·	Current prerequisite	s, core	quisites and concu	rrent				
Standar	d prerequisites - WR 115, RD 115	and M	TH 20 or equivalent	t placement test s	cores			
Placeme	ent into: .							
prefix & nui	mber:		☐ Prerequisite	☐ Corequisite	pre/con			
prefix & nui	mber:		☐ Prerequisite	☐ Corequisite	☐ pre/con			
Proposed prerequisites, corequisites and concurrent								
	d prerequisites - WR 115, RD 115	and M	TH 20 or equivalent	t placement test s	cores			
☐ Placeme	ent into: .		,					
prefix & nui	prefix & number: X Prerequisite							
prefix & number:					☐ 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	mpact on enrollment?			
Please prov	ide details, who was contacted and the resolution.			
Yes	no			
No				
that may in	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 prov	ide details, who was contacted and the resolution.			
Yes	no			
No				
Implementa	tion X Next available term after approval			
term	☐ 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				
Jin Kim	jin.kim2@pcc.edu 5/23/10			
SAC Administrative Liaison Email Date				
Larry Clausen	lclausen@pcc.edu 5/23/10			

# Contact and/or Credit Hour Change

Section #1 Ge	eneral Information			
Department N	ment Medical Assisting		Jin Kim 503-978-5664 <u>jin.kim2@pcc.edu</u>	
Course prefix and number	MA 133	Course title	Clinical Directed Practice	
•1 credit of led •1 credit of lat	cture meets 1 hr /wk, plus 2 hrs/wk c-lab meets 2 hr/wk, plus 1 hr of st o or cooperative ed meets 3 hrs/w	udy, for 10 week, with minimal	eks = 30 hr outside study, for 10 wks = 30 hr	
CURRENT C	ONTACT AND CREDIT HOURS	PROPOSED	CONTACT AND CREDIT HOURS	
Lecture		Lecture		
Lab 2		Lab 5		
Lecture/Lab		Lecture/Lab		
Total weekly contact hours	64 total = (8 wk rotation – 1 day a wk)	Total weekly contact hours	150 total = (6 wk rotation – 3 days a week + first day of orientation on campus)	
Total credits	2	Total credits	5	
Reason for change:				
	OUTCOMES: Are learning outcome is expected there will be a change		his change. If you are adding or removing les.	
	Yes If yes, then complete the learning outcomes section of the course revision form found on the			
IMPACT ON I	DEGREE AND CERTIFICATES: /	Are there degre	ees or certificates affected by this change?	
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as				

a prerequ	isite?	
X Yes ☐ No	If yes, please explain	There is not a direct impact on Columbia Gorge CC but they are aware of the changes that we want to make and they will do the same once approved through PCC.
		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
X Yes	If yes, please describe	
Implementation term		<ul><li>☐ Next available term after approval</li><li>X Specific term – Winter 2011 if possible but ultimately Spring 2011</li></ul>

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

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

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

### New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information						
Department:	Medical Assisting		Submitter name phone and email	Jin Kim		
Prefix and Course Number:	MA 120		Credits:	1	1	
Course Title: (60 characters max)	Introduction to Clinical Phlebotomy		Transcript Title (30 characters max)	Intro to Clinical Phlebotomy		otomy
Can this class be repeated?	☐ Yes X No	How many times?	Contact hours:	Lecture: Lec/lab: 2 Lab:	2	
Is this course equiva			☐ Yes X No	Prefix, nun	nber and title	:
GRADE OPTIONS:	Check as	many or as few optio	ns as you'd like			
dropdown menu for will automatically be	the CRN. assigned	tion. What is the def Students who do not to the default grade o ade options see the A	make a choice or do ption. Call the Curri	not make a	change in the if you have	ne dropdown menu questions 971-722-
			Check all that	apply	Default	(Choose one)
		A-F (letter grade)	X			
		Pass/No pass				
Α.	udit in cor	sultation with faculty				
Course or program to are independent of to						
		the course descripti expands as needed)	on with an active v	erb. Includ	de course re	ecommendations
procedures as dict	Introduces basic venipuncture and skin puncture techniques as well as proper specimen-handling procedures as dictated by the Clinical and Laboratory Institute Standards (CLSI). Prepare and train to function as an internal member of the ambulatory clinical lab care setting.					
Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)						
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into:			☐ Placeme			
course prefix & num	ber:		☐ Prerequ	isite 🔲 C	Corequisite	☐ pre/co
course prefix & num	ber:		☐ Prerequ	isite 🔲 C	Corequisite	☐ pre/co
Addendum to Course Will be taken as part of first term for students officially accepted into the Medical Assisting program. The prereq would state "Dept Permission Needed".					•	

~	es	Ori	nti	2	•
- ( )		(:11		( )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 course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. 1. Use effective communication that represents competence and Outcomes: (Use observable and professionalism in the laboratory setting 2. Abide HIPAA laws and its implications in the laboratory setting: measurable verbs) 3. Perform phlebotomy and capillary specimen collection 4. Collect and prepare a variety of basic laboratory specimens 5. Perform basic laboratory testing and associated quality control 6. Use laboratory safety techniques when collecting specimens and performing laboratory testing Course activities and design: (from CCOG) 1. Students will be given lecture guizzes and exams. There is also a Outcomes assessment scheduled final examination. strategies: 2. Laboratory Assessment – Students will be evaluated on an on-going basis (from CCOG) for their skills in the blood collection techniques. A log of successful, unaided venipunctures and skin punctures must be kept. These logged-in specimens will be signed off by the instructor after assessing proper technique. 1. Articulate and demonstrate the phlebotomist's role in the overall Course Content: healthcare delivery system. Themes, Concepts, 2. Demonstrate awareness of the governmental laws and guidelines Issues and Skills: (from CCOG they regulating the laboratories, including quality assurance and safety. should be connected 3. To perform the various blood collection techniques under the direction of to the outcomes) qualified instructors, in a safe and timely manner. 4. Demonstrate the use of various types of equipment, including syringes. needles, evacuated tubes, PPE, vacutainer supplies, anticoagulants and preservatives used in blood collection techniques. 5. Demonstrate the role of the professional phlebotomist as a front-line representative of the clinical laboratory. 6. Demonstrate a basic understanding of the anatomy and physiology of the human body systems as related to the profession of phlebotomy and medical assisting. 7. Demonstrate the importance and understanding of appropriate personnel in the health care setting, patient interactions, and legal implications as they apply to the work environment.

#### 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.

	-4:	-1-	4~~	46.0	new		
-	สมเดา	ale	IOI	uie	I ICVV	COIII	50

Students tend to struggle greatly when they reach their second term class, MLT 100. They complain that they feel unprepared to begin phlebotomy on top of learning all the other clinical laboratory skills and

		tests.	
Will this new course be part o and/or degree?	f an e	existing, currently approved PCC certificate	X Yes
Name of certificate(s):		Medical Assisting Certificate	# credit: 43
Name of degree(s):			# credit:
Will this new course be part o	f a ne	ew, proposed PCC certificate or degree?	☐ Yes X 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:			
			T
Is this course used to supp	ly rel	ated instruction for a certificate?	☐ Yes X No
If <b>no</b> is selected continue to If <b>yes</b> is selected complete www.pcc.edu/curriculm.	•	t three. related instruction form available on the curricu	ulum office website,
Section #3 Additional Inform	matic	n for new CTE courses	
How or where will the course be taught. Check all that apply	X on campus X hybrid  on-line (complete DL Modality form, obtain signature and submit to the DL office)  other (explain)  I'd like to see this class start out on campus and possibly lead to a hybrid		
Transferability: Will this course transfer to another academic institution? Identify	format.  Probably not.		
Impact on other Programs	and I	Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.			
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.			
Identify and consult with SA course duplication, prerequ		nairs who may be impacted by this course suc , enrollment, etc.	h as content overlap,
If yes, explain and/or describe the nature of acknowledgments and/or	n/a		

agreements that have been reached			
Is there any potential impa	ct on another department of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	n/a		
Implementation term:       X       Next available term after approval         □       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			
Jin Kim	jin.kim2@pcc.edu 5/7/10		
SAC Administrative Liaison	Email	Date	
Larry Clausen	Iclausen@pcc.edu 5/7/10		

# Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window		
course number		
x title		
x description		
prerequisites and co-requisites		
x outcomes		
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information			
Department I	partment Health Education		Marshall Meyer
		Phone	977-4041
		Email	mmeyer@pcc.edu
Current prefix and number	HE 110	Proposed prefix and number	
Current course title	Cardiopulmonary Resuscitation	Proposed title (60 characters max)	CPR/AED for the Professional Rescuer
Reason for title change	To meet certification requirements for the Radiology Tech. Program in order for their students to perform their internships in hospitals.	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	
Provides education and training in infant, child, and adult CPR, respiratory emergencies and cardiac arrest.		Provides education and training in infant, child, adult CPR, 2-rescuer CPR, AED, and Bag-Valve masks. Provides training in Bloodborne pathogens. This course is for people who are responsible for delivering emergency care and/or ensuring the public safety.	

Reason for change	To meet certification requirements for the Rad. Tech program				
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 <a href="writing-good-outcomes">writing-good-outcomes</a> .					
Cur	rent learning outcomes		New lear	ning outcomes	
	Recognize, prepare for and administer CPR in emergency situations.  Recognize, prepare for and administer CPR in emergency situations.			R in	
Demonstrate technology.	e working knowledge of AED	Demonstrate working knowledge of AED and BVM technology.			
	Apply bloodborne pathogen training information in emergency situations.			nation in	
Reason for change					
	REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores				
	If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
	Current prerequisite	es, cored	quisites and concu	rrent	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & number:			Prerequisite	☐ Corequisite	☐ pre/con
prefix & nun	prefix & number:			☐ pre/con	
Proposed prerequisites, corequisites and concurrent					
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.

If yes. Then check to see if the hours of student learning should be amended in the related instruction

☐ Prerequisite

Prerequisite

☐ Corequisite

☐ Corequisite

Placement into: .

prefix & number:

prefix & number:

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 <u>related instruction website</u> to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

pre/con

pre/con

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 de	tails, who was contacted and the resolution.		
Yes			
x□ No			
Implementation	☐ Next available term after approval		
term	x Specify term –Fall 2010		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Marshall Meyer	mmeyer@pcc.edu	05/12/2010	
SAC Administrative Liaison	Email	Date	
John Saito	John.saito15@pcc.edu 05/12/2	010	

## Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window		Save this document as the course prefix and number  Send completed form electronically to			
course i	number		curriculum@pcc.edu		
☐ title			<u> </u>		
X description	on				
prerequisites and co-requisites					
X outcomes					
Grade option change					
Section #1 G	eneral Information				
Department I	Health	Sul	omitter name	Susanne Christopher, 7082	
		Pho	one	schristo@pcc.edu	
		Em	ail		
Current prefix and number	HE 252		pposed prefix d number		

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.

max)

Proposed title

(60 characters

transcript title (30 characters

Proposed

First Aid- Basics and Beyond

Current

course title

Reason for

title change

changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description	Proposed Description		
Explores and demonstrates basic first aid, addresses first aid in remote settings, and provides education and training in Automated External Defibrillation (AED).	Learn and apply first aid and emergency knowledge and skills in the work, community, and home environment. Examine first aid care in remote and/or wilderness settings. A student who satisfactorily completes the course requirements receives an ARC Responding to Emergencies First Aid Card, ARC Wilderness and Remote Card, and an Adult/child/infant C.P.R and AED card.		

Re	ason
for	change

Current description does not adequately describe the extent of the course material and does not reflect the recent course content curriculum revisions to include the new Wilderness and Remote material

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 Recognize, prepare for and Analyze an emergency situation and apply administer first aid in sudden illness appropriate first aid or cardiac care in sudden illness and emergency situations as a citizen and emergency situations Demonstrate working knowledge of responder in the home, work, or community environment for infant, child, or adult patient. AED technology Analyze and triage care in a remote Differentiate first aid care required in remote setting and wilderness settings from care provided in settings where qualified medical personnel are readily available. Reflect change in course content and to align with PCC's new course outcome guidelines Reason for change REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. Current prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: . prefix & number: Prerequisite Corequisite pre/con Prerequisite ☐ Corequisite prefix & number: 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: ☐ Prerequisite Corequisite pre/con Prerequisite prefix & number: Corequisite pre/con Is this course used for related instruction? Please confirm this by yes reviewing the inventory of <u>related instruction templates</u>.

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	Section #1 General Information				
Department: Health		Submitter	Susanne Ch	nristopher, ext 7082	
			name		
			Phone		
			Email		
Course Prefix and Number:	HE 113		# Credits:	1	
Course Title:	First Aid and Professi	onal CPR	Transcript Title		
60 characters			(30 characters		
max			max)		
Can this class	☐ Yes		Contact hours	Lecture (# o	f hours): 10
be repeated? (for ART,	☐ No		(refer to help guide if	Lec/lab (# o	f hours):
cooperative ed,	How many times?		necessary)	Lab (# of ho	ours):
PE, independent	ĺ		,	`	,
study only)	NS: Chook on many or	oo fow opti	ana aa yayi'd lika		
	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				
					a change in the dropdown menu
					ce if you have questions 971-722-
7813. For more details on grade options see the Academic Sta			Academic Standar	ds and Praction	ces Handbook.
		Check all th	at apply	Default (Choose one)	
A-F (letter grade)		X			
	Pas	s/No pass	X		
	Audit in consultation w	ith faculty			
Is this course equ	uivalent to another? If y	es, they	☐ Yes	Course Num	ber and Title
must have the same description and outcomes.		XNo			
Course fee: Identify only fees that are					
	d the usual PCC fees				
Course	Learn and apply bas				rk, and community environment.
Description:	Gain knowledge and	d skills to p	perform Professi	ional CPR fo	r adults/children/infants.
(field will expand as					
needed)					
Denie II	description with an act			-1	de a selection
HAMIN THA COLIFCA	DESCRIPTION WITH AN ACT	IVA VARN II	acilida racamman	datione in the	ΠΑΕΡΓΙΝΤΙΛΝ

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/curriculu	ılum	
☐ Standard Pre	Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test s	cores
☐ Placement in	t into:	
course prefix & n	number: Prerequisite	Corequisite  pre/co
course prefix & n	number: Prerequisite	Corequisite pre/co
course prefix & n	number: Prerequisite	Corequisite  pre/co
A dda a du va ta	This course covers citizen level first aid knowledge and skills to p	rovide first aid care to
Addendum to Course Description:	persons injured in an accident or stricken by sudden illness in an is immediately available. In addition, Professional CPR level infor presented. Upon successful completion of this course, students American Red Cross First Aid card and American Red Cross Pro	environment where help mation and skill sets are may apply for an
member, commu outcomes are red	JTCOMES: Describe what the student will be able to do "out there" (in their nunity citizen, global citizen or lifelong learners), not in the classroom outco recommended. See course outcomes guidelines on the curriculum website utcomes. www.pcc.edu/curriculum	mes. Three to six
Learning Outcomes: (Use observable and measurable verbs)	Recognize and apply appropriate citizen-level, basic first aid or cardiac emergency situations in the home, work, or community environment for patient	
	Demonstrate Professional CPR skills for adult, child and infant patient	
Course activities and design: (from CCOG)	Lectures Videos Skill application Individual and group demonstrations Case studies- scenarios Communication skills	
Outcomes assessment strategies:	Written Examination Practical Skills examination Case study application	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Recognize and provide care for various types of respiratory emer Provide appropriate care for shock and heart attack Know general care for wounds and demonstrate care skills Recognize burn emergencies and provide care Understand and provide care for heat and cold emergencies Recognize and provide care for sudden illness situations Recognize and provide care for bone and joint injuries Understand appropriate use of AED technology Recognize and provide care for cardiac emergencies for adult, ch Differentiate cardiac care scenarios and determine best care plar Demonstrate Professional CPR skills	nild, and infant

Reason for the new course	Requested by Medical Assistant and Ophthalmic Medical Technology CTE programs to fulfill professional certification requirements

Section #2 Transferabiltiy		
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 no	ot be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Portland State University	
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence	
Identify comparables at Oregon schools		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No	

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	X on campus     hybrid     on-line (complete DL Modality form, obtain signal other (explain)	ture and submit)
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:	Medical Assistant and Ophthalmic Medical Technology CTE Programs plan to replace HE 112 with HE 113 in the 11-12 catalog year. Currently, the requirement remains HE 112	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at	No	

PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Yes. This is a collaborative effort between Cascade and Rock Creek.  Department chairs at both campuses have discussed this new course and have a tentative year schedule plan that meets the needs of the programs at Cascade and Willow Creek.		
Implementation term:	<ul><li>X Next available term after approval</li><li>☐ Specify term</li></ul>		
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 be reviewed at the	SAC lovel and approved for	cultimicaion	
This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair		Email	
Marshall Meyer mmeyer@pcc.edu			
SAC Administrative Liaison Email			
John.Saito John.saito15@pcc.edu		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 – $DC - 4^{th}$ floor.			

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 <u>related instruction website</u> 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 det	Please provide details, who was contacted and the resolution.		
☐ Yes X No			
Implementation term	<ul><li>Next available term after approval</li><li>X Specify term - Fall 2010</li></ul>		
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
Marshall Meyer	mmeyer@pcc.edu	4-28-2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz or John Saito	dsteinme@pcc.edu or john.saito15@pcc.edu	

## **Course Revision**

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number	
course number	Send completed form electronically to curriculum@pcc.edu	
☐ title	Samsalame pos.odu	
☐x description		
prerequisites and co-requisites		
outcomes		
Grade option change		

Section #1 G	Section #1 General Information		
Department	Radiography	Submitter name Phone Email	Virginia Vanderford 4907 vvanderf@pcc.edu
Current prefix and number	RAD 270	Proposed prefix and number	
Current course title	CT Clinical Education I	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
Provides clinical education experience in an affiliated hospital or clinical CT department under the direct supervision of a registered technologist and radiologist. Includes the application of equipment use, manipulation and operation, CT imaging procedures, CT radiation safety and patient care. Requires attendance and clinical competencies, objectives, and performance assessments.	Provides clinical education experience in an affiliated hospital or clinical CT department under the direct supervision of a registered technologist and radiologist. Includes the application of equipment use, manipulation and operation, CT imaging procedures, CT radiation safety and patient care. Requires attendance and clinical competencies, objectives, and performance assessments. Teaches skills that are required to function in the clinical area as a CT
Teaches skills that are required to function in the clinical area as a CT technologist,	technologist, with a professional work ethic. May be repeated one time for credit. Prerequisite: RAD 251,

with a professional work ethic. Prerequisite: RAD 251, RAD 252, RAD 253, and RAD 254.			252, RAD 253, and	RAD 254.	
Reason for change	We want students to be able to repeat this course once for credit so we're adding "may be repeated one time for credit" to the course description.				
worker, fam outcomes.	OUTCOMES: Describe what the ily member, community citizen, gl Three to six outcomes are recompleted for more guidance on wr	obal citi mended	zen or lifelong lear See the course	rners), not in the c	lassroom
Cur	rent learning outcomes		New lear	ning outcomes	
Reason for change					
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or e ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test sco	res	
Current prerequisites, corequisites and concurrent					
Standard	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placeme	nt into: .				
prefix & number:			☐ Prerequisite	☐ Corequisite	pre/con
prefix & nun	nber:		☐ 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: .					
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			Prerequisite	☐ Corequisite	☐ pre/con
	e used for related instruction? Ple inventory of related instruction to			│	
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 de	tails, who was contacted and the resolution.	
☐ Yes ☐ No		
Implementation term	<ul><li>Next available term after approval</li><li>Specify term</li></ul>	
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	
Gayle Wright	gwright@pcc.edu 5-4-10		
SAC Administrative Liaison	Email	Date	
Virginia Vanderford	vvanderf@pcc.edu 5-4-10		

# **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			number	leted form electronically to um@pcc.edu
Section #1 G	General Information			
Department	Speech Communication/Communicati on Studies	Submitt Phone Email	er name	Patricia Semura & Doris Werkman 503.978.5214 & 503.977.5854 psemura@pcc.edu
Current prefix and number	SP 140	Propose and nur	ed prefix nber	
Current course title	Intro to Intercultural Comm	Propose (60 char max)		
Reason for title change		Propose transcri (30 char max)	ot title	
description w	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		F	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

	Three to six outcomes are recommed webpage for more guidance on wr	mended See the course outcomes guidelines on the riting good outcomes.			
Cu	rrent learning outcomes	New learning outcomes			
<ul> <li>Continue to use an understanding of diversity and cultural factors in communication in order to conceptualize and empathize with diverse viewpoints and philosophies</li> <li>Manage one's own cultural filters in order to more effectively communicate with others.</li> <li>Continue to adjust communicative behavior with others who are different than self in all aspects of life, including business, travel and personal interactions in order to remain sensitive to cultural differences</li> </ul>		<ul> <li>Continue to explore how culturally-based assumptions influence communicative behaviors, perceptions, and attitudes</li> <li>Continue to examine historical-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors and issues</li> <li>Continue to critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs</li> <li>Continue to analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication.</li> <li>Continue to explore intercultural</li> </ul>			
Reason for change	for power relationships and how social institutions perpetuate systems of privilege and				
prerequisites If the SAC w	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 prerequisite	es, corequisites and concurrent			
Standar	d prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores			
Placeme	ent into: .				
prefix & nui	mber:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
prefix & nui	mber:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
	Proposed prerequisit	tes, corequisites and concurrent			
Standar	d prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores			
☐ Placement into: .					
prefix & number:					
prefix & nui	mber:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
	se used for related instruction? Ple he inventory of <u>related instruction t</u>	, _ ,			
	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 det	tails, who was contacted and the resolution.		
☐ Yes ☐ No			
Implementation term	<ul><li>Next available term after approval</li><li>Specify term</li></ul>		
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	
Patricia Semura, Jorge Espinosa Co-chairs	psemura@pcc.edu	April 28, 2010	
Steve Ward, SAC Administrative Liaison	sward@pcc.edu	May 6, 2010	

#### **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:	SP 140	Course Title:	Intro to Intercultural Comm		
Course Description:	Explores the nature and impact of different cultures on communication. Includes interactive relationship forms as the basis for global understanding in the classroom, business or travel. Focus on processing messages with accelerating changes in political economic, and immigration patterns through individual cultural perceptions. Understand and communicate with people who are "different."				
Course Outcomes:	See course outcomes listed below in next section.				
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	communicativ Continue to excommunication issues Continue to co	e behaviors, perception camine historical-base in through the filter of ritically examine the in	pased assumptions influence ons, attitudes ed worldviews and the evolution of cultural ideas, behaviors, and inpact of cultural filters on more sensitive toward people with		
	different value	es and beliefs			
	privilege and communication	discrimination and hown	itutions perpetuate systems of w these are manifested through		
	<ul> <li>Continue to expressions</li> </ul>	xplore intercultural cor	mmunication in terms of power		

**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.

Culture is defined for the study of communication. International and domestic intercultural communication involving challenges of communicating in an intercultural world are covered. Students learn the history of metaphors of US cultural diversity, and basic communication tools for improving intercultural communication. Students identify and analyze complex practices, values, and beliefs by learning taxonomies of cultural patterns (Hall's High-and Low-context cultural patterns, Hofstede's Cultural patterns, Confucian cultural values) and the evolution of these patterns as they relate to communication. Students focus on learning the nature of identity. formation of cultural identity, cultural biases such as social categorizing, ethnocentrism, stereotyping, prejudice, discrimination, racism, intercultural contact, including dominance and subordination between groups, attitudes among cultural members. Characteristics of nonverbal communication codes, the power of language in intercultural communication including features of the language such as rule systems in verbal codes, The Sapir-Whorf hypothesis of linguistic relativity, preferences in organization of verbal codes, cultural variations in persuasion, structure of conversations such as value of talk and silence, rules for conversation, dimensions of interpersonal relationships, facework in interpersonal communication, and facework in intercultural communication, improving intercultural relationships, the nature of social episodes, the ethics of intercultural communication are all components of the course that are essential to students' learning to understand their own culturally-based assumptions that influence their perceptions, behaviors and communication. Communication behaviors are analyzed and discussed with the goal to encourage sensitivity and empathy toward people with different values and beliefs.

5. Submit this request form to the Curriculum Office to begin the approval process.						
Person Submitting	Name E-mail	Address				
This Request	Patricia Semura & Doris Werkman	psemura@pcc.edu				
	<u> </u>					
	Name E-mail	Address				
SAC Chair	Patricia Semura, Jorge Espinosa	<u>psemura@pcc.edu,</u> jespinos@pcc.edu				
SAC Admin Liaison	Name E-mail	Address				
	Steve Ward	sward@pcc.edu				

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

# New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information						
Department:	Microelectronics		Submitter name	Dorina Cornea-Hasegan		
			phone and email	dcorneah	@pcc.edu,	7626
Prefix and Course Number:	MT 180		Credits:	1	1	
Course Title: (60 characters max)	High Te Strategi	ch Employment es	Transcript Title (30 characters max)	High Tec	High Tech Employment Strategies	
Can this class be	X Yes	How many	Contact hours:	Lecture:	10	
repeated?	☐ No	times?		Lec/lab: (	)	
		As needed.		Lab: 0		
Is this course equivalent		•	☐ Yes X No	Prefix, nur	nber and title	:
GRADE OPTIONS:	Check as	many or as few optio				
Choose the default dropdown menu for will automatically be	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.				ne dropdown menu questions 971-722-	
Check all that apply Default (Choose one)						
A-F (letter grade)						
Pass/No pass			Х			X
Audit in consultation with faculty						
Course or program to are independent of to			none			
-	_	the course descripti expands as needed)	on with an active	verb. Includ	de course re	ecommendations
Covers strategies for: researching, preparing for, and acquiring a job in the MT associated industries of solar, microelectronics and automated manufacturing.						
Identify prerequiste, corequisite and concurrent course(s)						
(double click on check box to activate dialog box)						
X Standard Prerequisites – instructor approval						
Placement into:			☐ Placeme			
course prefix & num		01, 102, 103 or 104.	Prerequ		orequisite	pre/co
course prefix & num			Prerequ	•	Corequisite	pre/co
	Students taking this course must be enrolled in either the COC or AAS Solar and/or MT programs.					

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.

writing good outcomes.	mended. See course outcomes guidelines on the curriculum website for more guidance on		
Outcomes: (Use observable and measurable verbs)	Students who successfully complete this course will be able to:  1. Prepare for, and execute effectively informational and real job interviews in the MT associated industries of solar, microelectronics and automated manufacturing.  2. Incorporate appropriate MT concepts and content to create and update their personal hiring documents (cover letter and resume) in the most adequate manner.  3. Effectively search for a job within the semiconductor and advanced manufacturing industries.		
Course activities and design: (from CCOG)	Lectures will include presentation of various resume styles and interviewing techniques, all oriented toward the MT associated industries of solar, microelectronics and automated manufacturing. As a result, by the end of the course, students will develop competitive employment materials (cover letter, resume, thank you letters, etc) and enhance their interviewing skills.		
Outcomes assessment strategies: (from CCOG)	The final resume and cover letter will be asses by the instructor for each student individually.  Participation in mock interviews will be graded on the "pass /no pass" basis.		
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol> <li>The course will be focused on providing students with valuable information on finding employment in the semiconductor, solar and automated manufacturing industry, writing a competitive resume, and interview preparation techniques.</li> <li>Guest speakers form the appropriate industries will be invited in order to present the specifics that their company is looking for during an interview, and/or to market potential openings that they might have.</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.  The MT department has identified with our Advisory Committee members deficiencies in our graduates hiring process attitudes and techniques. This course is designed to address these as they specifically pertain to High Tech Manufacturing hiring practices.			
Will this new course be part of an existing, currently approved PCC certificate X Yes			

and/or degree?	□No			
Name of certificate(s):  Solar Voltaic Manufacturing Technolog COC		# credit: 13		
Name of degree(s):	Solar Voltaic Manufacturing     Technology-AAS	# credit: 99		
	Microelectronics Technology AAS	# credits: 102		
	Automated Manufacturing     Technology AAS	# credits: 95		
Will this new course be part o	f a new, proposed PCC certificate or degree?	☐ Yes X 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 supp	ly related instruction for a certificate?	☐ Yes X No		
If we is colouted continue to	a new three	X NO		
If <b>no</b> is selected continue to	·	ulum office website		
www.pcc.edu/curriculm.	the related instruction form available on the curric	ulum office website,		
Section #3 Additional Inform	mation for new CTE courses			
How or where will the course be taught. Check all that apply  X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain of the DL office) ☐ other (explain)				
Transferability: Will this course transfer to another academic institution? Identify	e transfer to er academic			
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.				
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.				
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	No.			

acknowledgments and/or agreements that have been reached			
Is there any potential impa	ct 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  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				
Shelton Fu sfu@pcc.edu 04/20/2010				
SAC Administrative Liaison Email Date				
Margie Fyfield	mfyfield@pcc.edu	04/20/2010		

#### Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
☐ course number  XX☐ title	Send completed form electronically to curriculum@pcc.edu
XX description	
<ul><li>□ prerequisites and co-requisites</li><li>□ outcomes</li></ul>	
Grade option change	
Section #1 General Information	

Section #1 General Information				
Department A	Art	Submitter name	Ben Buswell	
		Phone	503-614-7329	
		Email	Benjamin.buswell@pcc.edu	
Current prefix and number	Art 294	Proposed prefix and number	Art 294	
Current course title	Sculpture- Welding	Proposed title (60 characters max)	Sculpture- Metals	
Reason for title change	To update course Title to better reflect the class curriculum.	Proposed transcript title (30 characters max)	Sculpture- Metals	

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 A studio experience exploring sculptural Explores sculptural form, processes, techniques, and form, processes, techniques, and concepts concepts while addressing historical and contemporary while addressing historical and issues. Develops creative problem solving skills contemporary issues. Students will develop through making sculpture with various metal working creative problem solving skills through techniques (Including but not limited to; welding, cold making sculpture with welded steel. connections, forming and finishing). Critiques, Introduces oxy-acetylene welding and discussions, and sculpture presentations establish cutting and mig welding. Critiques, critical skills necessary to evaluate sculpture, explore discussions, and sculpture presentations artisitc intent, examine aesthetic and structural establish critical skills necessary to evaluate solutions, and expand perceptual awareness. May be taken three times for credit. Recommended: ART 291 sculpture, explore artisitc intent, examine

expand perd	d structural solutions, and ceptual awareness. May be times for credit. Recommended: ART 293.	be			
Reason for change	, , , , , , , , , , , , , , , , , , , ,				
LEARNING	OUTCOMES: Describe what the	student	will be able to do	"out there" (in thei	r life roles as
worker, fami	ily member, community citizen, gl Three to six outcomes are recomi vebpage for more guidance on wr	obal citi mended	zen or lifelong lear See the course	ners), not in the c	lassroom
Cur	rent learning outcomes		New lear	ning outcomes	
Reason for change					
prerequisites:	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				
Current prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	nt into: .				
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	nt into: .				
prefix & number:					
prefix & number:					
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.  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 <u>related instruction website</u> 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 det	tails, who was contacted and the resolution.		
☐ Yes ☐ No			
Implementation term	<ul><li>☐ Next available term after approval</li><li>☐ Specify term</li></ul>		
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			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Marie Sivak	msivak@pcc.edu 4/28/10			
SAC Administrative Liaison Email Date				
Kate Dins	kdins@pcc.edu 4/28/10			

# New Course Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Genera	al Information				
Department: CJA		Submitter: Ji	m Park	S	
Prefix and Course Number:	CJA 231	Submitter Phone and Email:	503-978- jparks@		
Course Title: (60 characters max)	Crime Scene Photography	Credits: 3			
Transcript Title (30 characters max)	Crime Scene Photography	Contact hours:	Lecture: Lec/lab: Lab:		
Grading option. Check all that apply	X A-F X P-NP X Audit with faculty consultation	Can this class be repeated?	☐ Yes X No	How many time N/A	s?
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes X No	Prefix, no	umber and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)					
Course Description: (the field expands as needed)  Introduces crime scene photography skills to aid in crime scene and evidentiary documentation. Includes camera operation, exposure control, proficiency in relational photos, close up photography, lighting, flash control and videography.					
Begin the course of	description with an active verl	o. Include cou	ırse recon	nmendations in th	e description.
Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)					
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: ☐ Placement into:					
course prefix & number: WR 121 X Prerequisite					
course prefix & number: CJA 111 X Prerequisite Corequisite pre/co					☐ pre/co
course prefix & number:					
course	proceeds to advanced camera techniques and procedures to detect and photographically				

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

175 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 Photograph crime scenes with an understanding of digital and video imaging observable and technology and evidentiary issues measurable Document crimes scenes using cameras in a manner that will withstand courtroom verbs) scrutiny Properly document and store photographic evidence Course activities Class lecture and demonstration and design: Films and videos (from CCOG) Proper Lighting Mock crime scene photography Computer assisted photography documentation Outcomes Outcome assessment may include the following: examinations, guizzes, class assessment participation, assignments and projects strategies: (from CCOG) Course Content: Operation of digital and video cameras Themes. Proper lighting Concepts, Issues and General crime scene and evidence photography Skills: (from Bloodstain photography **CCOG** they Fingerprint photography should be connected to Photographing night scenes the outcomes) Court testimony regarding photographic evidence

Section #2 Function of the new course within an existing and/or new program(s)				
	ched to a degree and/or certificate. They cannot. Please answer below, as appropriate.	ot be offered until the		
Rationale for the new course.	Part of criminal justice focuses on collecting evidence. The first step of collecting evidence at a major crime scene is to first photograph the area before moving anything. This course focuses on that first step.			
Will this new course be part of a certificate and/or degree?	X Yes ☐ No			
Name of certificate(s):	# credit:			
Name of degree(s):	me of degree(s):  AAS in Criminal Justice			
Will this new course be part of a	Will this new course be part of a new, proposed PCC certificate or degree?			
X No				
Name of new certificate(s): N/A		# credit:		
Name of new degree(s):	N/A # credit:			
Briefly explain how this course Will be an elective in the above degree				

fits into the above program i.e. requirement or elective				
i.c. requirement of elective				
Is this course used to supp	ly related instruction for a certificate?			
If <b>no</b> is selected continue to	o part three.			
	the related instruction form available on the curriculum office website,			
www.pcc.edu/curriculm.				
Section #3 Additional Infor	mation for new CTE courses			
How or where will the	X on campus  hybrid on-line (complete DL Modality form, obtain			
course be taught. Check	signature and submit to the DL office)			
all that apply	other (explain)			
Transferability: Will this course transfer to	No			
another academic				
institution? Identify				
Impact on other Programs	and Departments			
Are there degrees and/or certificated that are affected	No			
by the instruction of this				
course? If so, provide				
details.  Are there similar courses	No			
existing in other programs	INO			
or disciplines at PCC? If				
yes, provide details and/or describe the nature of				
acknowledgments and/or				
agreements that have been reached.				
Identify and consult with SAC chairs who may be impacted by this course such as content overlap,				
course duplication, prerequisite, enrollment, etc.				
If yes, explain and/or describe the nature of	N/A			
acknowledgments and/or				
agreements that have been				
Is there any potential impact on another department of campus?				
If yes, explain and/or	No			
describe the nature of				
acknowledgments and/or agreements that have been				
reached				
Implementation term:	X Next available term after approval			
	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	jparks@pcc.edu 5/11/2010	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

# Course Revision

What do you want to change?  Check all that apply- double click on the box to open the task window	Save this document as the course prefix a number	
course number	Send completed form electronically to curriculum@pcc.edu	
☐ title	<u>camodiam@poc.caa</u>	
□ description		
prerequisites and co-requisites		
outcomes		
Grade option change		

Section #1 General Information				
Department I	Fitness Technology	Submitter name	Tanya Littrell	
		Phone	X4043	
		Email	tanya.littrell@pcc.edu	
Current prefix and number	FT 101	Proposed prefix and number		
Current course title	Fitness Technology Seminar	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	
Fitness Technology Seminar Explore careers in the fitness and health industry. Obtain practical experience and insight into the role of a fitness/health professional in health and fitness clubs and community based wellness centers, including self promotion. Develop practical knowledge and skill in teaching psychomotor movement. Learn the necessary concepts, skills, and methodology required in becoming a successful instructor of	Explores careers in the fitness and health industry. Obtain practical experience and insight into the role of a fitness/health professional in health and fitness clubs and community based wellness centers, including self promotion. Develop practical knowledge and skill in teaching psychomotor movement. Learn the necessary concepts, skills, and methodology required in becoming a successful instructor of movement. Prerequisites: MTH 65, WR 121, and current Fitness Technology student or instructor approval.	

	Recommend: Admittance to hnology Program.				
Reason for change					mmend:"
worker, fam outcomes.	OUTCOMES: Describe what the sily member, community citizen, glow three to six outcomes are recommon webpage for more guidance on wr	obal citi mended	zen or lifelong lear  See the course	ners), not in the c	lassroom
Cu	rrent learning outcomes		New lear	ning outcomes	
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores  If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
	Current prerequisite	es, core	quisites and concu	irrent	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				cores	
☐ Placeme	nt into: .				
prefix & nun	nber:		☐ 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					
prefix & nun	nber: MTH 65		□ Prerequisite	☐ Corequisite	pre/con
prefix & nun	nber: WR 121		□ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.   □ yes □ 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 det	tails, who was contacted and the resolution.	
☐ Yes ⊠ No		
Implementation term	<ul><li>Next available term after approval</li><li>□ Specify term</li></ul>	
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum		

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair Email Date			
Moe O'Connor	moconnor@pcc.edu 5/17/10		
SAC Administrative Liaison	Email	Date	
John Saito	John.saito15@pcc.edu 5/17/10		

Check all that to open the to course the course to title descript	number ion isites and co-requisites es	number Send comp	leted form electronically to um@pcc.edu	
	eneral Information			
Department I		Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu	
Current prefix and number	FT 103	Proposed prefix and number		
Current course title	Nutrition for Fitness Instruc	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 description with an active verb. Include recommendations in the description. Note: if changing the prerequisites, please skip this section and go directly to requisite section			e description. Note: if you are only	
C	Current Description	Proposed Description		
Nutrition for Fitness Instructors An overview of basic principles of nutrition with an emphasis on application to fitness, weight management and athletic performance Recommended:  Completion of FN 225. Prerequisites:  HPE 295; WR 121 and MTH 65.		Explores basic principles of nutrition with an emphasis on application to fitness, weight management and athletic performance.  Prerequisites: HPE 295, WR 121, and MTH 65.		

Reason for change	Removal of recommendation of completion of FN 225.				
	OUTCOMES: Describe what the			•	
	ily member, community citizen, glo Three to six outcomes are recomn				
	vebpage for more guidance on wri			butcomes guidelli	ies on the
	rent learning outcomes			ning outcomes	
	-				
Reason					
for					
change					
REQUISITES	S: Note: If this course has been appro	ved for	the Gen Ed list, it wil	l have, as a default	the following
•	: WR 115, RD 115, and MTH 20 or ed	•	•		_
	ants to set the RD, WR and/or MTH p	rerequis	sites at a lower level,	you will need to us	e the
Prerequisite Opt out form.  Current prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Standard	r prerequisites - WIX 113, IXD 113	and wi	i i i 20 oi equivalen	t placement test s	00163
☐ Placeme	nt into: .				
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & num	nber:		Prerequisite	☐ Corequisite	pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	
Standard	I prerequisites - WR 115, RD 115	and M	ΓΗ 20 or equivalen	t placement test s	cores
☐ Placeme	nt into: .				
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	pre/con
				<u> </u>	•
Is this course used for related instruction? Please confirm this by					
reviewing the inventory of related instruction templates.					
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					
comprehens	comprehensive <u>related instruction website</u> 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 det	Please provide details, who was contacted and the resolution.			
☐ Yes				
⊠ No				
Implementation	Next available term after approval			
term	☐ Specify term			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Moe O'Connor	moconnor@pcc.edu 5/17/10			
SAC Administrative Liaison	Email	Date		
John Saito	John.saito15@pcc.edu	5/17/10		

Check all that to open the to open the to open the to ourse title descrip prerequipment outcom	number tion uisites and co-requisites es	Save this document as the course prefix and number  Send completed form electronically to curriculum@pcc.edu			
Grade option	<u>n cnange</u>				
Section #1 G	General Information				
Department	Fitness Technology	Sub Pho Ema	_	Tanya Littrell X4043 tanya.littrell@pcc.edu	
Current prefix and number	FT 104		posed prefix number		
Current course title	Fitness Assessment/Program		posed title characters )		
Reason for title change		tran	posed script title characters		
description v	ESCRIPTION: To be used in the with an active verb. Include recore prerequisites, please skip this se	nmer	ndations in the	e description. Note: if you are only	
(	Current Description		F	Proposed Description	
Introduces fitness testing for apparently healthy populations. Covers cardiovascular fitness, muscular strength and endurance, flovibility, putrition, and body composition in			ulations. Covength and endu position in bo	testing for apparently healthy ers cardiovascular fitness, muscular trance, flexibility, and body oth individual and group assessments. E 295 and FT 131.	
Reason for change	Took out the class title at the sta in this course. Updated prerequi		rt of the description and "nutrition" which is not covered sites statement.		

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.					
Cı	urrent learning outcomes		New lear	ning outcomes	
imp asse pop • Inte • App of p • Den pass	relop, demonstrate and lement appropriate fitness essments for the healthy ulation rpret assessment results. oly results upon implementation ersonal fitness program. nonstrate knowledge and skills to a ACSM Health/Fitness ructor Certification or equivalent				the healthy accurately to pass
Reason for change	Outcomes revised slightly to bette students. Revised to current cour				se value for
prerequisites If the SAC w	S: Note: If this course has been appros: WR 115, RD 115, and MTH 20 or edrants to set the RD, WR and/or MTH pOpt out form.	quivalent	t placement test sco	res	_
	Current prerequisite	s, core	quisites and concu	rrent	
Standar	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
☐ Placeme	ent into: .				
prefix & nur	mber: HPE 295			☐ Corequisite	pre/con
prefix & nur	mber: FT 101			☐ Corequisite	pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	
Standar	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
☐ Placeme	ent into:				
prefix & nur	mber: HPE 295			☐ Corequisite	pre/con
prefix & nur	mber: FT 131		□ Prerequisite	☐ Corequisite	☐ pre/con
reviewing th	se used for related instruction? Plane inventory of related instruction t	emplate	<u>98</u> .	yes 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 det	tails, who was contacted and the resolution.		
☐ Yes ⊠ No			
Implementation term	<ul><li>✓ Next available term after approval</li><li>✓ Specify term</li></ul>		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Moe O'Connor	moconnor@pcc.edu 5/17/10			
SAC Administrative Liaison	Email	Date		
John Saito	John.saito15@pcc.edu 5/17/10			

What do you want to change?  Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
☐ course number	Send completed form electronically to curriculum@pcc.edu
☐ title	<u>carriodiamile poo.caa</u>
□ description	
prerequisites and co-requisites	
Grade option change	

Section #1 General Information				
Department I	Fitness Technology	Submitter name	Janeen Hull	
		Phone	X 4042	
2 /		Email	Jan.hull@pcc.edu	
Current prefix and number	FT 105	Proposed prefix and number		
Current course title	Fitness Assessment/Program	Proposed title (60 characters max)		
Reason for title change		Proposed transcript title (30 characters max)		
description w		nmendations in the	ule of classes. Begin the course e description. Note: if you are only otly to requisite section below	
(	Current Description	ı	Proposed Description	
Fitness Assessment & Programming II Second course in sequence of Fitness Assessment and Programming. Introduces individual and group exercise plans and progressions, and recreational program planning. Covers reassessment and exercise compliance. Prerequisites: FT 104 and CAS 133 or equivalent.		fitness/sport performance. Prerequisite: FT 104.		

	188				
Reason for change	Provide students with a more ac	re accurate and up to date course description.			
worker, fam outcomes.	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.				
Cur	rent learning outcomes	New learning outcomes			
<ul> <li>Curriculum webpage for more guidance on wriculum webpage for more guidance on wriculum curriculum webpage for more guidance on wriculum curriculum webpage for more guidance on wriculum curriculum curriculum</li></ul>		<ul> <li>Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM guidelines.</li> <li>Interpret fitness assessment data and use data to develop individual plans to achieve cardiorespiratory, muscular strength/endurance, flexibility/balance, body composition and fitness/sport performance goals.</li> <li>Demonstrate knowledge and skills necessary to pass ACSM CPT and HFS Certifications.</li> </ul>			
Reason for change	for				
prerequisites If the SAC wa	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.				
		es, corequisites and concurrent			
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Placement into:					

prefix & number: FT 104

prefix & number: CAS 133

pre/con

☐ pre/con

 $\square$  Corequisite

 $\hfill \Box$  Corequisite

	Proposed prerequisites, corequisites and concurrent				
☐ Standard prere	quisites - WR 115, RD 115 ar	nd MTH 20 or equivalen	t placement test s	cores	
☐ Placement into					
prefix & number: I	T 104		☐ Corequisite	pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
		•			
	I for related instruction? Plea ntory of related instruction ten		yes no		
template to reflect	to see if the hours of student the revision. This may requir ated instruction website to for	re a related instruction c	urriculum revision		
that may impact of	ER DEPARTMENTS AND CA other departments or camp eir program or as a prerequ	uses, such as academ	ic programs that		
Please provide det	tails, who was contacted and	the resolution.			
⊠ Yes □ No	The removal of CAS 133 as a prerequisite for this class and as Certificate & Degree requirement was made over a year ago & Computer Application Systems was notified. This is a well over due clean up of the CCOG.				
Implementation term	entation Next available term after approval Specify term				
	co complete the approval proctails. www.pcc.edu/curriculur		he course. See th	ne timeline	
Section # 2 Depart	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair		Email		Date	
Moe O'Connor		moconnor@pcc.edu 5/1	7/10		
SAC Adm	ninistrative Liaison	Email		Date	
John Saito	John Saito John.saito15@pcc.edu 5/17/10				
				<u> </u>	

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
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Section #1 General Information			
Department I	Department Fitness Technology		Janeen Hull
		Phone	X 4042
2 /		Email	Jan.hull@pcc.edu
Current prefix and number	FT 105	Proposed prefix and number	
Current course title	Fitness Assessment/Program	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
description w		nmendations in the	ule of classes. Begin the course e description. Note: if you are only otly to requisite section below
Current Description		Proposed Description	
Fitness Assessment & Programming II Second course in sequence of Fitness Assessment and Programming. Introduces individual and group exercise plans and progressions, and recreational program planning. Covers reassessment and exercise compliance. Prerequisites: FT 104 and CAS 133 or equivalent.		fitness/sport performance. Prerequisite: FT 104.	

Reason for change	· · · · · · · · · · · · · · · · · · ·				
worker, famoutcomes. curriculum vocurriculum	OUTCOMES: Describe what the ily member, community citizen, glathree to six outcomes are recommunity element of the ily member, community citizen, glathree to six outcomes are recommunity element appropriate. The interest of the interest o	obal citi mended iting go	zen or lifelong lear See the course o od outcomes. New lear	ners), not in the coutcomes guideling outcomes enstrate, and impless programs for ording to ACSM assessment date individual plans y, muscular nce, flexibility/basen and fitness/spals.  owledge and ski	ement healthy guidelines. to achieve alance, port
Reason for change  Outcomes now better reflect what students will be able to do "out there".					
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 prerequisite	es, core	quisites and concu	rrent	
Standard	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placeme	Placement into: .				
prefix & number: FT 104			pre/con		

□ Prerequisite
 □

prefix & number: CAS 133

☐ pre/con

☐ Corequisite

Proposed prerequisites, corequisites and concurrent					
☐ Standard prered	quisites - WR 115, RD 115 a	ind MTH 20	or equivalent	t placement test s	cores
☐ Placement into:					
prefix & number: F	T 104	⊠F	Prerequisite	☐ Corequisite	pre/con
prefix & number:		F	Prerequisite	☐ Corequisite	pre/con
		•			
	for related instruction? Pleantory of related instruction te		this by	yes no	
template to reflect	to see if the hours of studen the revision. This may requi ated instruction website to for	ire a related	l instruction co	urriculum revision	
that may impact of	ER DEPARTMENTS AND C other departments or camp eir program or as a prereq	uses, sucl	n as academi	c programs that	
Please provide det	ails, who was contacted and	I the resolut	ion.		
⊠ Yes □ No	The removal of CAS 133 as a prerequisite for this class and as Certificate & Degree requirement was made over a year ago & Computer Application Systems was notified. This is a well over due clean up of the CCOG.				
Implementation term					
	o complete the approval protails. www.pcc.edu/curriculu		scheduling the	ne course. See th	ne timeline
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair Email Date			Date		
Moe O'Connor	Moe O'Connor moconnor@pcc.edu 5/17/10				
SAC Adm		Email		Date	
John Saito		John.saito	15@pcc.edu	5/17/10	
	,			·	

•	want to change? at apply- double click on the box	Save this do number	ocument as the course prefix and	
	number	Send comp	leted form electronically to	
	number	curricul	um@pcc.edu	
title				
	tion			
☐ prerequ	uisites and co-requisites			
⊠ outcom	es			
Grade option	n change			
	General Information			
Department	Fitness Technology	Submitter name	Janeen Hull	
		Phone	X 4042	
		Email	Jan.hull@pcc.edu	
Current	FT 106	Proposed prefix		
prefix and number		and number		
Current	Analysis of Movement	Proposed title		
course title	Analysis of Wovernerit	(60 characters		
		max)		
Reason for title change		Proposed transcript title		
title change		(30 characters		
		max)		
COURSE DESCRIPTION: To be used in the catalog and description with an active verb. Include recommendation changing the prerequisites, please skip this section and			e description. Note: if you are only	
	Current Description	Proposed Description		
Studies and	d analyzes human posture	Study and analy	ze human anatomy and its	
	nent as it applies to physical		re and movement - specifically as	
fitness and sport. Uses knowledge to		it applies to physical fitness and sport. Use		
design effective and safe exercise		knowledge to design safe & effective exercise		
programs. Prerequisite: FT 131.		programs. Prere	equisite: FT 131.	
Reason	Provides students with a more a	ccurate and up to	date course description	
for change	. 15 Hade diagonio with a more a	scarate and up to	aata aaaaa aaaanpiion.	

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 Develop and interpret basic terms, Develop and interpret basic vocabulary, and biomechanical concepts terms, vocabulary, and biowithin Kinesiology. Demonstrate understanding of the mechanical concepts within synergistic relationship between the Kinesiology. appendicular and axial skeletal systems. Demonstrate interpretation joints and muscles. Analyze exercises or sports/fitness of the synergistic activities to determine the joint movements relationship between the and the types of contractions occurring in the specific muscle s involved in those appendicular and axial movements. skeletons, skeletal muscle. Identify specific muscles and muscle and joints. groups and describe exercises for strengthening and developing those Develop, demonstrate, and muscles. implement appropriate and Demonstrate knowledge and skills effective fitness programs necessary to pass the kinesiology section of the ACSM CPT & HFS Certifications. for a diverse population. Acquire sufficient knowledge to pass the kinesiology section of the ACSM Health/Fitness Instructor Certification or equivalent. Overdue update needed to reflect name change of the ACSM certification (HFS was Reason HFI). The ACSM changes were made to the Certificate & Degree outcomes last year and for this course was not updated at that time (oversight). change REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. Current prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: . prefix & number: Prerequisite Corequisite pre/con ☐ Prerequisite prefix & number: Corequisite 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:		☐ Prerequisite	Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	Corequisite	☐ pre/con
	d for related instruction? Ple ntory of <u>related instruction to</u>			
template to reflect	to see if the hours of studer the revision. This may requ ated instruction website to for	iire a related instruction cu	urriculum revision	
•				
that may impact of	ER DEPARTMENTS AND ( other departments or cam eir program or as a prerec	puses, such as academi	c programs that	
	tails, who was contacted and			
☐ Yes ⊠ No				
Implementation term	<ul><li>✓ Next available term after approval</li><li>☐ Specify term</li></ul>			
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 Chair			Date
Moe O'Connor moconnor@pcc.edu 5/17/10				
SAC Adm	ninistrative Liaison	Email	[	Date
John Saito	John Saito John.saito15@pcc.edu 5/17/10			

Check all that to open the to open the to course title descript prerequired.	number tion iisites and co-requisites	numbe Send comp	ocument as the course prefix and relected form electronically to um@pcc.edu
outcom			
Grade option	<u>n change</u>		
Section #1 G	General Information		
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Current prefix and number	FT 107	Proposed prefix and number	
Current course title	Exercise Science I	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			e description. Note: if you are only
Current Description			Proposed Description
Studies and analyzes human posture and movement as it applies to physical fitness and sport. Uses knowledge to design effective and safe exercise programs. Prerequisite: FT 131.		•	c concepts, scientific principles, and hysiological responses and adaptations equisite: FT 131.
Reason This is the description for another that has never been fixed.		er class (FT 106).	It has been a "typo" for many years

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.					
Cı	urrent learning outcomes		New lear	ning outcomes	
vari to de appl  Use to ge knoe Exe App vari solv situa in th Acq skill Inst	ety of health and fitness sources etermine relevant and valid lications for healthy populations. basic terms, concepts, and facts ain additional or more complex wledge in related areas of rcise Science. By concepts and skills from a ety of disciplines in order to be problems or adapt to new actions effectively and creatively are field of Exercise Science. The pass ACSM Health/Fitness ructor Certification or ivalent.	from a variety of health and fitness sources to determine relevant and valid applications for healthy populations.  B. Use basic terms, concepts, and facts to gain additional or more complex knowledge in related areas of exercise physiology.  C. Apply concepts mastered in the course when solving problems or adapting to new situations effectively and creatively in the field of Exercise Science.  D. Utilize knowledge and skills gained in the class to obtain a reputable fitness certification (ACSM Certified Personal Trainer or			sources to ations for s to gain edge in sources when we situations d of l in the class ation
Reason for students.  Outcomes revised slightly to better reflect the "out there" or beyond the course value for students.					e value for
prerequisites If the SAC w	S: Note: If this course has been appros: WR 115, RD 115, and MTH 20 or equants to set the RD, WR and/or MTH popt out form.	quivalent	placement test scor	res	_
	Current prerequisite	es, cored	quisites and concu	rrent	
Standar	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalent	t placement test s	cores
☐ Placeme	ent into: .				
prefix & nur	mber:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & nur	mber:		☐ Prerequisite	☐ Corequisite	pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	
Standar	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalent	t placement test s	cores
☐ Placeme	ent into:				
prefix & nur	mber:		Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			Prerequisite	Corequisite	pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
template to reflect	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.				
•					
that may impact of	other departments or camp	CAMPUSES – are there change puses, such as academic prog puisite for courses or programs	rams that require		
Please provide det	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation term	<ul><li>Next available term after approval</li><li>□ Specify term</li></ul>				
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.					
S	SAC Chair	Email	Date		
Moe O'Connor <u>moconnor@pcc.edu</u> 5/17/10					
SAC Adm	ninistrative Liaison	Email	Date		
John Saito <u>John.saito15@pcc.edu</u> 5/17/10					

#### **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
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Section #1 General Information			
Department I	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	FT 131	Proposed prefix and number	
Current course title	Struct & Function Human Body	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
Presents basic principles in anatomy, physiology, and exercise science. This class will introduce terminology, concepts, basic chemistry, cell structure and function, tissues and the following systems: metabolic, cardiovascular, pulmonary, skeletal, muscular, endocrine, and nervous. Interpret and apply the fundamental concepts of human anatomy and physiology. Prepares students who are in the Fitness Technology program for their	Presents basic principles in anatomy, physiology, and exercise science. This class will introduce terminology, concepts, basic chemistry, cell structure and function, tissues and the following systems: metabolic, cardiovascular, pulmonary, skeletal, muscular, endocrine, and nervous. Interpret and apply the fundamental concepts of human anatomy and physiology. Prepares students who are in the Fitness Technology program for their future course work. Prerequisites: MTH 65, WR 121, and current Fitness Technology student or instructor approval.

future cours	e work.			
Reason for change	Added the Prerequisite statement at the end.			
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life role 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.				
•	nd apply the fundamental pasic anatomy and physiology.	New learning outcomes		
1. Interpret	and apply the fundamental basic anatomy and physiology.	A. Interpret and relay to others the fundamental concepts of basic anatomy and physiology.		
	y communicate knowledge of ny and physiology.	B. Identify the functional link between anatomy, physiology, kinesiology, and exercise.		
3. Recognize the functional link between anatomy, physiology, kinesiology and exercise.		C. Apply knowledge of anatomy and physiology gained the course to future course work in the Fitness Technology Program.		
-	cudents for their future course Fitness Technology Program.			
	Outcomes revised slightly to bette students.	er reflect the "out there" or beyond the course value for		
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 prerequisite	es, corequisites and concurrent		
Standard	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placeme	☐ Placement into: .			
prefix & num	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
prefix & num	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
Proposed prerequisites, corequisites and concurrent				
Standard	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
· · · · · · · · · · · · · · · · · · ·	☐ Placement into: Add after prereq's: ", and current Fitness Technology student or instructor approval."			

prefix & number: I	MTH 65		☐ Corequisite	☐ pre/con
prefix & number: \	WR 121		☐ Corequisite	☐ pre/con
	for related instruction? Please contory of related instruction templated		☐ yes ⊠ no	
template to reflect	to see if the hours of student learn the revision. This may require a re ated instruction website to for information website.	elated instruction c	urriculum revision	
that may impact of	ER DEPARTMENTS AND CAMPU other departments or campuses eir program or as a prerequisite	, such as academ	ic programs that	-
	tails, who was contacted and the re		•	
⊠ Yes □ No				
Implementation 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.				
0.40.01 : 5 : 1				

Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair	Email	Date			
Moe O'Connor moconnor@pcc.edu 5/17/10					
SAC Administrative Liaison	Email	Date			
John Saito	John.saito15@pcc.edu 5/17/10				

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
course number	Send completed form electronically to curriculum@pcc.edu
☐ title	<u>ournealamespootsaa</u>
□ description	
prerequisites and co-requisites	
Grade option change	

Section #1 General Information				
Department	Fitness Technology	Submitter name	Janeen Hull	
		Phone	X 4042	
		Email	Jan.hull@pcc.edu	
Current prefix and number	FT 201	Proposed prefix and number		
Current course title	Fitness Assess & Prog III	Proposed title (60 characters max)		
Reason for title change		Proposed transcript title (30 characters max)		
description w		mmendations in the	ule of classes. Begin the course e description. Note: if you are only ctly to requisite section below	
	Current Description	ı	Proposed Description	
Assessment advanced to assessment exercise propulations for group ex	t and Programming. Covers esting procedures, ts for special populations, ogramming for special, and exercise programming tercise. Prerequisites: FT 105; B, and 282A or 287.	Explores the needs and abilities of individuals outside of ACSM's guidelines for apparently healthy populations. Emphasis is on modification of movement, exercise, equipment, and assessements for these individuals/groups. Includes advanced testing procedures, modification of assessments, and modified exercise programming for these individuals/groups. Examples of groups include youth, athletes, individuals with cardiovascular		

		conditions, metabolic conditions, neuromuscular and skeletal conditions and those in post rehabilitation. Prerequisite: FT 105.
Reason for change	New description is a more accur	rate & up to date depiction of the course.

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.						
Current learning outcomes	New learning outcomes					
<ul> <li>Develop, demonstrate and implement appropriate advanced assessments for the healthy population.</li> <li>Develop, demonstrate and implement appropriate assessments for special populations.</li> <li>Develop, demonstrate and implement appropriate fitness programs for special populations and for group exercise.</li> <li>Analyze data and information from a variety of health and fitness sources to determine relevant and valid applications for the healthy population.</li> <li>Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively.</li> </ul>	<ul> <li>Develop, demonstrate and implement appropriate fitness assessments individuals/groups outside the apparently healthy population.</li> <li>Develop, demonstrate and implement appropriate assessments for special populations.</li> <li>Develop, demonstrate and implement appropriate fitness programs for special populations and for group exercise.</li> <li>Identify characteristics of safe and successful programs designed for special populations.</li> <li>Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively.</li> </ul>					

Reason for change	Better reflects what the students will able to do "out there".					
prerequisites: WR 11	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 f		disites at a lower level,	you will fleed to use the			
	Current prerequisites, cor	requisites and concu	rrent			
Standard prereq	uisites - WR 115, RD 115 and N	ITH 20 or equivalent	t placement test scores			
☐ Placement into:						
prefix & number: F <sup>-</sup> 282A or 287	Γ 105; PE 281, 282B, and		☐ Corequisite ☐ pre/con			
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
	Proposed prerequisites, co	orequisites and concu	urrent			
☐ Standard prered	uisites - WR 115, RD 115 and N	/ITH 20 or equivalent	t placement test scores			
☐ Placement into:						
prefix & number: F	T 105		☐ Corequisite ☐ pre/con			
prefix & number:		Prerequisite	☐ Corequisite ☐ pre/con			
			ļ			
	for related instruction? Please of tory of related instruction templated instruction templated instruction templated instruction.		<ul><li>□ yes</li><li>⊠ no</li></ul>			
template to reflect t	to see if the hours of student lea he revision. This may require a ated instruction website to for inf	related instruction co	urriculum revision. Visit the			
that may impact o	R DEPARTMENTS AND CAME ther departments or campuse eir program or as a prerequisit	s, such as academi	ic programs that require			
	ails, who was contacted and the		- <b>J</b>			
☐ Yes ☐ No						
Implementation 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 Departr	ment Review been reviewed at the SAC level a					

Moe O'Connor	moconnor@pcc.edu 5/17/10	
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu 5/17/10	

### Contact and/or Credit Hour Change

Section #1 General Information					
Department intess recliniology		Submitter name, phone,	Moe O'Connor 977-4255		
			and email	moconnor@pcc.edu	
Course prefix and number	F	Γ 201	Course title	Fitness and Assessment Programming III	
•1 credit of le	ectu ec-la ab c	re meets 1 hr /wk, plus 2 hrs/wk ab meets 2 hr/wk, plus 1 hr of stu or cooperative ed meets 3 hrs/wk	udy, for 10 we , with minima	eeks = 30 hr al outside study, for 10 wks = 30 hr	
CURRENT C	O	TACT AND CREDIT HOURS	PROPOSED	D CONTACT AND CREDIT HOURS	
Lecture			Lecture		
Lab 3			Lab		
Lecture/Lab			Lecture/Lab	) 3	
Total weekly contact hours		3	Total weekly contact hours	y 6	
Total credits		3	Total credits	s 3	
Reason for change:	· · · · · · · · · · · · · · · · · · ·				
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.					
	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website				
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	rees or certificates affected by this change?	
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?					

☐ Yes x☐ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes x☐ No	If yes, please describe	
Implementation term		x Next available term after approval ☐ Specific term

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

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

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

#### Course Revision

Save this document as the course prefix and

What do you want to change?

Check all that apply- double click on the box to open the task window			number		
course number			Send completed form electronically to curriculum@pcc.edu		
☐ title			Curricul	um@pcc.edu	
	tion				
⊠ prereqι	uisites and co-requisites				
⊠ outcom	es				
Grade option	n change				
0 " "40					
	General Information	Out		Tarana Litter II	
Department	Fitness Technology		mitter name	Tanya Littrell X4043	
		Pho			
Current	FT 202	Email		tanya.littrell@pcc.edu	
Current prefix and	F1 202		posed prefix number		
number					
Current	Fitness and Aging		posed title		
course title		(60 c	characters		
		max	•/		
Reason for			posed		
title change			script title		
		max	characters		
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			
	ysiological aspects of aging as ness and exercise.	Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: HPE 295 and FT			
	s: FT 107 and PE 282B.	131, or instructor approval.		•	
Reason for change	Change in Prerequisites statement	ent.			

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 <u>writing good outcomes</u> .			
Current learning outcomes	New learning outcomes		
<ol> <li>Understand the trends and research in fitness and exercise on aging and youth populations.</li> <li>Apply basic exercise physiology principles/concepts to the aging and youth populations.</li> </ol>	<ul> <li>A. Apply basic exercise physiology principles when working with an aging population.</li> <li>B. Analyze the trends and research in fitness and aging to make informed decisions regarding exercise testing and programming for older adults.</li> <li>C. Alter exercise programs and fitness testing protocols as needed for an older population.</li> </ul>		
<ul> <li>3. Apply concepts and skills from a variety of disciplines to solve problems, adapt to new situations, and communicate knowledge effectively.</li> <li>4. Acquire sufficient knowledge to pass the ACSM Health/Fitness Instructor Certification sections on youth and older adults.</li> </ul>	<ul> <li>D. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults.</li> <li>E. Utilize knowledge and skills gained in the course to pass fitness instructor certification exams that have an emphasis on working with older adults.</li> </ul>		
Reason for change Outcomes revised slightly to better reflect the "out there" or beyond the course value for students. Revised to current course material and certifications.			
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	5 and MTH 20 or equivalent placement test scores		
Placement into:			
prefix & number: FT 107			
prefix & number: PE 282B	☑ Prerequisite   ☐ Corequisite   ☐ pre/con		
Proposed prerequis	ites, corequisites and concurrent		
Standard prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores		
☐ Placement into: Add after prereq's: ", or i	nstructor approval."		
prefix & number: HPE 295			
prefix & number: FT 131	☑ Prerequisite   ☐ Corequisite   ☐ pre/con		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.   □ yes □ no			
	ent learning should be amended in the related instruction quire 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 det	tails, who was contacted and the resolution.	
⊠ Yes □ No	Aligns course with new Health Older Adult Fitness pathways certificate in Fitness Technology, while retaining its' purpose in the Fit Tech AAS degree.	
Implementation term	<ul><li>Next available term after approval</li><li>□ Specify term</li></ul>	
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum		

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair Email Date			
Moe O'Connor	moconnor@pcc.edu 5/17/10		
SAC Administrative Liaison	Email	Date	
John Saito	John.saito15@pcc.edu 5/17/10		

Check all that to open the to open the to open the to ourse it title  in title  in descript  in prerequipment outcome	number ion isites and co-requisites es	Save this document as the course prefix and number  Send completed form electronically to curriculum@pcc.edu		
Grade option	<u>cnange</u>			
Section #1 G	eneral Information			
Department I	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu	
Current prefix and number	FT 203	Proposed prefix and number		
Current course title	Fitness Promotion	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			e description. Note: if you are only	
C	Current Description	F	Proposed Description	
lifestyles to both individuals and groups. Learn skills to promote oneself in the job market. Applies skills gained from a variety of fitness disciplines. Prerequisites: 5th term			market. Finally, the student will from a variety of fitness disciplines.	

Reason for change	Provide students with a more accurate and up to date course description and requirements for entry.				
worker, fami	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				
	vebpage for more guidance on wri rrent learning outcomes	itilig go	·	ning outcomes	
Reason for change	,				
prerequisites:	S: Note: If this course has been approx WR 115, RD 115, and MTH 20 or econsts to set the RD, WR and/or MTH property out form.	quivalen	t placement test sco	res	
Prerequisite Opt out form.  Current prerequisites, corequisites and concurrent					
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
	nt into: 5th term standing in Fitnes	ss Tech	Program		
prefix & number:				☐ pre/con	
prefix & num	nber:		Prerequisite	☐ Corequisite	pre/con
	Proposed prerequisite	es, core	equisites and conc	urrent	
Standard	prerequisites - WR 115, RD 115	and M	ΓΗ 20 or equivalen	t placement test s	cores
☐ Placeme	nt into: Add after FT 280 " <b>or Instr</b>	ructor A	Approval."		
prefix & num	nber: FT 280			☐ Corequisite	☐ pre/con
prefix & num	nber:		Prerequisite	☐ Corequisite	☐ pre/con
1 (1)	16 11 11 11 11 22		e		
	e used for related instruction? Ple e inventory of <u>related instruction to</u>			│	
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 de	Please provide details, who was contacted and the resolution.		
☐ Yes			
⊠ No			
Implementation	Next available term after approval		
term	☐ Specify term		
	to complete the approval process before scheduling the course. See the timeline tails. www.pcc.edu/curriculum		

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair Email Date			
Moe O'Connor	moconnor@pcc.edu 5/17/10		
SAC Administrative Liaison	Email	Date	
John Saito	John.saito15@pcc.edu 5/17/10		

	<del>_</del>	
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	number Send comp	leted form electronically to um@pcc.edu
Section #1 General Information		
Department Fitness Technology	Submitter name	Tanya Littrell
Department Inness Technology	Submittel Hame	I TALIYA LILLICII

Section #1 General Information				
Department Fitness Technology		Submitter name	Tanya Littrell	
		Phone	X4043	
		Email	tanya.littrell@pcc.edu	
Current prefix and number	FT 204	Proposed prefix and number		
Current course title	Exercise Science II	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		
Exercise Science II Continues application of physiological concepts from Exercise Science I. This course will introduce environmental conditions, ergogenic aids, advanced training adaptations, and clinical exercise physiology. Students will spend additional time in the lab setting learning metabolic and ECG stress testing.  Prerequisite: FT 107.  Continues application of physiological concept environmental conditions, advanced training adaptations, and clinical exercise physiology. Will spend additional time in the lab setting learning metabolic and ECG stress testing. Prerequisite: To 107.		I. This course will introduce inditions, advanced training clinical exercise physiology. Students onal time in the lab setting learning CG stress testing. Prerequisites: FT		

Re	ason
for	change

Took out the class title at the start of the description and "ergogenic aids" which are not covered in this course. Updated Prerequisites statement.

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.					
C	urrent learning outcomes		New lear	ning outcomes	
<ul> <li>1. Utilize physiological concepts within exercise science to determine relevant and valid applications for both healthy &amp; clinical populations</li> <li>2. Apply basic terms, physiological concepts, and facts to gain additional or more complex knowledge in exercise science</li> <li>3. Pass the exercise science section of the ACSM Certified Health/Fitness Specialist examination</li> <li>A. Utilize physiological concepts with science to determine relevant and applications for healthy, athletic, apopulations.</li> <li>B. Interpret basic physiological concepts, those to more complex concepts, so clients in the field of Exercise Science.</li> <li>C. Apply knowledge and skill gained when successfully completing an intermediate/advanced fitness instruction.</li> </ul>		ine relevant and vealthy, athletic, and ysiological conception plex concepts, sit of Exercise Scients and skill gained it y completing an	alid ad clinical ots and apply tuations, and ace. In the course		
Reason for change	or students. Revised to current course material and certifications.			e value for	
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 prerequisite	s, coreq	uisites and concu	rrent	
Standar	rd prerequisites - WR 115, RD 115	and MTI	H 20 or equivalen	t placement test s	cores
☐ Placem	ent into: .				
prefix & nu	mber: FT 107			☐ Corequisite	pre/con
prefix & nu	mber:		Prerequisite	☐ Corequisite	pre/con
	Proposed prerequisit	es, core	quisites and conc	urrent	
Standar	rd prerequisites - WR 115, RD 115	and MTI	H 20 or equivalen	t placement test s	cores
☐ Placement into: Add after prereq's ", or instructor approval."					
prefix & number: FT 107			☐ Corequisite	pre/con	
prefix & number: FT 104			□ Prerequisite	☐ Corequisite	pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					

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 <u>related instruction website</u> 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 det	tails, who was contacted and the resolution.		
Yes			
⊠ No			
Implementation	Next available term after approval		
term	☐ 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	heen reviewed at the SAC level and approved for submission		

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Moe O'Connor	moconnor@pcc.edu 5/17/10	
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu 5/17/10	

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		number Send comp	leted form electronically to um@pcc.edu
Section #1 G	General Information		
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Current prefix and number	FT 280	Proposed prefix and number	
Current course title	CE: Fitness Technology	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	ļ ī	Proposed Description
Provides required internship experiences for Fitness Technology majors. Required: 3rd term standing for Certificate students, 6th term standing for AAS Degree students in Fitness Tech program or instructor permission; must have current First Aid and CPR card.		Technology majors	practicum experiences for Fitness  Requires third term standing, current AED certifications, and instructor
Reason for change	Provide students with a more ac requirements for entry.	curate and up to d	ate course description and

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				
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, of	corequisites and concurrent			
Standard prerequisites - WR 115, RD 115 and	d MTH 20 or equivalent placement test scores			
☐ Placement into: 3rd term standing for Certificatudents in Fitness Tech program or instructor per	ate students, 6th term standing for AAS Degree ermission; must have current First Aid and CPR card.			
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
Proposed prerequisites,	, corequisites and concurrent			
Standard prerequisites - WR 115, RD 115 and	d MTH 20 or equivalent placement test scores			
	ng, first aid and CPR/AED certifications, and			
prefix & number: see above text				
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
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 t	he resolution.			

Yes			
⊠ No			
Implementation	Next available term after approval		
term	☐ Specify term		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair	Email	Date		
Moe O'Connor	moconnor@pcc.edu 5/17/10			
SAC Administrative Liaison	Email	Date		
John Saito	John.saito15@pcc.edu 5/17/10			

What do you want to change? Check all that apply- double click on the box to open the task window  course number  title description	Save this document as the course prefix and number  Send completed form electronically to curriculum@pcc.edu
prerequisites and co-requisites	
Grade option change	

	Section #1 General Information				
Department	PE	Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu		
Current prefix and number	PE 182 A	Proposed prefix and number	PE 182 A		
Current course title	Beg Aerobic Fitness-Coed	Proposed title (60 characters max)	Beginning Group Fitness		
Reason for title change	Titles on CCOG & in Catalog & Schedule do not match	Proposed transcript title (30 characters max)	Beginning Group Fitness		
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					
Offers students knowledge and skills to keep fit for life. Teaches safe performance of movement and exercise in a progressive approach. Includes cardiovascular and muscular endurance, flexibility and body composition. Aerobic training principles stressed using target heart rate and Borg methods.		ı	Proposed Description		

Reason for change	Corrections. New description is a more accurate depiction of the course.				
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.					
Cur	rent learning outcomes		New lear	ning outcomes	
<ul> <li>Devo</li> <li>lifelo</li> <li>Expe</li> <li>the n</li> <li>Appl</li> </ul>	rove physical conditioning. elop skills for maintaining ong health and fitness. erience the relationship of nind, body, and spirit. ly the principles, language, and niques of aerobic conditioning.		not limited to imp cardiorespiratory flexibility. Demonstrate skill effective group fi Apply terminolog learned in class w	ss participation, in provements in fitness, muscle fit is needed to perfor	cluding but mess, and rm safe and techniques lifelong
Reason for change	Better reflects what the student will be able to do "out there".				
prerequisites	S: Note: If this course has been appro: WR 115, RD 115, and MTH 20 or ed ants to set the RD, WR and/or MTH p Opt out form.	quivalent	placement test sco	res	
	Current prerequisite	s, cored	quisites and concu	rrent	
Standard	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
Placeme	nt into: .				
prefix & nun	nber:		Prerequisite	☐ Corequisite	☐ pre/con
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	
Standard	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores
☐ Placeme	nt into: .			<u>-</u>	
prefix & number:			Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					

no

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.				
that may impact of	ER DEPARTMENTS AND CAMPUSES – are there changes being requested other departments or campuses, such as academic programs that require eir program or as a prerequisite for courses or programs?			
Please provide de	ails, who was contacted and the resolution.			
☐ Yes ⊠ No				
Implementation	Next available term after approval			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair	Email	Date		
Janeen Hull	Jan.hull@pcc.edu 5/14/2010			
SAC Administrative Liaison	Email	Date		
John Saito	John.saito15@pcc.edu 5/14/20	10		

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

Specify term

term

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
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Crade option change			
0 11 114 0			
Section #1 General Information			
Department PE		Submitter name	Janeen Hull
		Phone	X 4042
		Email	Jan.hull@pcc.edu
Current prefix and number	PE 182 B	Proposed prefix and number	PE 182 B
Current course title	Int Aerobic Fitness-Coed	Proposed title (60 characters max)	Intermediate Group Fitness
Reason for title change	CCOG-Catalog-Schedule all have different titles for this Course # & Prefix. Correcting this.	Proposed transcript title (30 characters max)	Intermediate Group Fitness
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	
Offers students an opportunity to improve and/or maintain a high level of fitness. Includes cardio-vascular endurance, muscular endurance, flexibility, and body composition. Recommended: Beginning Aerobic Fitness or a recent aerobic dance/exercise class.		Intermediate Group Fitness will encourage maintenance or improvement of fitness, health, and overall wellness through structured group fitness classes. Students will gain additional knowledge and skills for performing more advanced group fitness exercises safely. The focus of the course and skills learned will vary by campus, term, and/or instructor. Students will participate in activities that promote improved cardiorespiratory conditioning, muscle strength and endurance, flexibility, body composition,	

		and skill-related fitness (balance, speed, agility, reaction time, coordination). Recommended: Beginning Group Fitness or a recent group exercise class.		
Reason for change	Provide students with an accura	te and up to date 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 the course outcomes guidelines on the				
	webpage for more guidance on wr rrent learning outcomes	New learning outcomes		
<ul> <li>Developed</li> <li>Expo</li> <li>the r</li> <li>App</li> <li>tech</li> <li>impr</li> <li>of pl</li> </ul>	rove physical conditioning. elop skills for maintaining ong health and fitness. erience the relationship of mind, body, and spirit. ly the principles, language, and niques of aerobic conditioning to rove and/or maintain a high level hysical fitness.	<ul> <li>Maintain or improve overall physical conditioning and skills through Int Group Fitness participation in one or more of the following areas: cardiorespiratory fitness, muscle fitness, flexibility, agility, balance, reaction time, coordination, and speed.</li> <li>Demonstrate skills needed to perform intermediate/advanced group fitness exercises safely.</li> <li>Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.</li> </ul>		
Reason for change	Better way to describe what the s	tudent will be able to do "out there"		
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 prerequisite	es, corequisites and concurrent		
Standard	d prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores		
☐ Placeme	ent into: .			
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/col	n	
prefix & number:		☐ Prerequisite ☐ Corequisite ☐ pre/core	n	
	Proposed prerequisit	es, corequisites and concurrent		
Standard	d prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores		

☐ Placement into: .			
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con		
Is this course used for related instruction reviewing the inventory of related instruction			
	student learning should be amended in the related instruction y require a related instruction curriculum revision. Visit the to for information and guidance.		
	AND CAMPUSES – are there changes being requested		
	r campuses, such as academic programs that require prerequisite for courses or programs?		
Please provide details, who was contacted and the resolution.			
Yes			
No     No			
Implementation   Next available	Next available term after approval		
term 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	SAC Chair Email Date		
Janeen Hull	Jan.hull@pcc.edu 5/14/2010		
SAC Administrative Liaison	Email Date		
John Saito John.saito15@pcc.edu 5/14/2010			

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
course number	Send completed form electronically to curriculum@pcc.edu
☐ title	<u>carricularing pec.edu</u>
prerequisites and co-requisites	
Grade option change	

Section #1 General Information			
Department Fitness Technology		Submitter name Phone	Tanya Littrell X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 281	Proposed prefix and number	
Current course title	Profess Activities:Wt Training	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	ı	Proposed Description
Work with a faculty mentor to develop knowledge and skill in weight training. Design programs for circuit training and strength and endurance training. Includes equipment selection, teaching methods and safety guidelines. Prerequisite: PE 181A or 181B		Provides students with the skills, knowledge, and abilities to design individual strength training programs for a variety of participants. Emphasis is placed on lifting techniques, systems of strength training, resistance training programming, and basic teaching methodology. Prerequisites: PE 181A, 181B, or 181C; and FT 131 or Instructor Approval.	

Reason for change	Provide students with a more accurate and up to date course description.
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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 Apply knowledge of weight training Demonstrate safe, effective lifting techniques for and resistance training every major muscle group. Design and implement weight Demonstrate ability to understand and describe training programs different strength training methods. Identify proper lifting technique Utilize proper terminology to describe direction. location, function & action of the human body. Create and present lesson plans utilizing proper resistance exercise techniques. Identify muscular & joint structures responsible for movement of the human body. Describe & analyze various resistance training assessments, equipment & programs. Teach a safe, effective & comprehensive resistance training program. Outcomes revised to better reflect the "out there" or beyond the course value for students Reason and the current course material. for change REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. Current prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores ☐ Placement into: . □ Prerequisite prefix & number: PE 181A or PE 181B Corequisite pre/con Prerequisite Corequisite pre/con prefix & number: Proposed prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: add after FT 131 "or instructor approval". prefix & number: PE 181A or PE 181B or PE 181C □ Prerequisite Corequisite pre/con □ Prerequisite prefix & number: FT 131 Corequisite pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
template to reflect	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 det	tails, who was contacted and	d the resolution.		
☐ Yes ⊠ No				
Implementation	Next available term	after approval		
term	☐ 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			Date	
Moe O'Connor <u>moconnor@pcc.edu</u> 5/17/10				
SAC Adm	SAC Administrative Liaison Email Date			
John Saito		John.saito15@pcc.edu 5/17/10		

#### 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     descr		
prerequisites and co-requisites		
outcomes		
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department	Department Fitness Technology		Tanya Littrell	
		Phone	X4043	
		Email	tanya.littrell@pcc.edu	
Current prefix and number	PE 282A	Proposed prefix and number		
Current course title	Prof Activites:Aerobic Group	Proposed title (60 characters max)	Prof Activities: Group Fitness	
Reason for title change	Reflects the current course emphasis on all types of group fitness, not just aerobics.	Proposed transcript title (30 characters max)  Prof Activities: Group Fitness		
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			
Work with a faculty mentor to explore and develop knowledge about aerobic fitness. Covers components of aerobic fitness, styles of aerobic exercise, and teaching methods. Corequisite: Concurrent enrollment in PE 182A, 182B, or instructor permission.		Work with a faculty mentor to explore and develop knowledge about group fitness instruction. Covers components of group fitness classes, styles of group exercise, and teaching methods. Corequisite: PE 182 course or instructor permission. Required: Current Fitness Technology Student or instructor approval.		

Re	ason
for	change

Provide students with a more accurate and up to date course description. Update of corequisite and added "Required:" statement.

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. Develop, demonstrate, and implement 1. Develop, demonstrate, and implement appropriate appropriate assessments for the healthy assessments for the healthy population. population. 2. Develop, demonstrate, and implement appropriate 2. Develop, demonstrate, and implement group fitness programs for the healthy population. appropriate aerobic fitness programs for the 3. Analyze data and information from a variety of healthy population. health and fitness sources to determine relevant and 3. Analyze data and information from a variety valid application for the healthy population. of health and fitness sources to determine 4. Apply basic terms, concepts and facts to gain relevant and valid application for the healthy additional or more complex knowledge in related areas population. of health and fitness. 4. Use basic terms, concepts and facts to gain 5. Demonstrate skills needed to pass ACE or ACSM additional or more complex knowledge in Group Exercise Instructor Exams. related areas of health and fitness. 5. Demonstrate skills needed to pass ACE, ACSM Group Exercise Instructor Exams. Reason Slight revision to change "aerobic" to "group" in outcome #2. for change REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. Current prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: . prefix & number: PE 182A or PE 182B Prerequisite pre/con Prerequisite ☐ pre/con prefix & number: Corequisite Proposed prerequisites, corequisites and concurrent Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores ☐ Placement into: Add after coreg: "or instructor permission." Add next: "Required: Current Fitness Technology student or instructor approval." prefix & number: PE 182 course ☐ Prerequisite pre/con Prerequisite Corequisite prefix & number: | | pre/con

	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.			
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 det	ails, who was contacted and	d the resolution.		
☐ Yes ⊠ No				
Implementation term	<ul><li>✓ Next available term a</li><li>✓ Specify term</li></ul>	after approval		
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		Date		
Moe O'Connor <u>moconnor@pcc.edu</u> 5/17/10				
SAC Adm	inistrative Liaison	Email	Date	
John Saito John.saito15@pcc.edu 5/17/10				

Check all that to open the to open the to course title descrip	number tion iisites and co-requisites es	Save this document as the course prefix and number  Send completed form electronically to curriculum@pcc.edu	
Section #1 G	General Information		
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Current prefix and number	PE 283	Proposed prefix and number	
Current course title	Prof Act-Mind/Body Disciplines	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		description. Note: if you are only	
(	Current Description	Proposed Description	
Disciplines E traditional ar disciplines. A fitness progr	Activities: Mind/Body Explores, with faculty mentor, and contemporary mind/body Applies mind/body principles to amming. Co-requisites: PE 2K, PE 182L or PE 182S.	Explores, with faculty mentor, traditional and contemporary Mind/Body Disciplines. Applies mind/body principles to fitness programming. Corequisites: PE 182J, PE 182K, PE 182L, PE 182S, PE182G, PE182P or PE182U, or instructor permission. Required: Current Fitness Technology Student or instructor approval.	
Reason for change	Deleted the course title in the de statement.	eted the course title in the description. Update of corequisite and added "Required:" tement.	

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.					
C	Current learning outcomes New learning outcomes				
<ul> <li>Apply mind/body principles to fitness programming</li> <li>Develop and teach a routine in one of the traditional or contemporary mind/body disciplines</li> <li>Explore employment opportunities for the Mind/Body Disciplines in the fitness industry.</li> <li>Apply mind/body principles to fitness programming.</li> <li>Identify quality instruction in the Mind/Body Disciplines in the fitness industry.</li> <li>Develop and teach a routine in one of the traditional or contemporary Mind/Body Discipline</li> </ul>			dustry. d/Body the		
Reason for change	for students.			se value for	
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 & nul PE 182S.	mber: PE 182J, PE 182K, PE 182	L or	☐ Prerequisite		☐ pre/con
prefix & nu	prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	
Standar	d prerequisites - WR 115, RD 115	and M	ΓΗ 20 or equivalen	t placement test s	cores
	ent into: Add after coreq: "or instructor a	-		next: "Required:	Current
prefix & number: PE 182J, PE 182K, PE 182L, PE Prerequisite Corequisite pre/con 182S, PE182G, PE182P or PE182U			☐ pre/con		
prefix & number:			☐ pre/con		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.  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 <u>related instruction website</u> to for information and guidance.			. Visit the		

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 de	tails, who was contacted and the resolution.	
☐ Yes ⊠ No		
Implementation term	<ul><li>Next available term after approval</li><li>□ Specify term</li></ul>	
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum		

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Moe O'Connor	moconnor@pcc.edu 5/17/10		
SAC Administrative Liaison	Email	Date	
John Saito	John.saito15@pcc.edu 5/17/10		

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
course number	Send completed form electronically to curriculum@pcc.edu
☐ title	
✓ description	
□ prerequisites and co-requisites	
outcomes	
Grade option change	

Section #1 General Information					
Department Fitness Technology		Submitter name	Tanya Littrell		
		Phone	X4043		
		Email	tanya.littrell@pcc.edu		
Current prefix and number	PE 287	Proposed prefix and number			
Current course title	Professional Activites- Aquatic	Proposed title (60 characters max)			
Reason for title change		Proposed transcript title (30 characters max)			
description w	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	ı	Proposed Description		
knowledge a the use of sw achieve total Concurrent e	Work with a faculty mentor to develop knowledge and skill in aquatics. Explores the use of swimming and water exercise to achieve total fitness. Corequisite: Concurrent enrollment in PE 180H, PE 180G, or PE 180F or instructor permission.		e to and water exercise to achieve total fitness. Corequisite: PE 180H, 180G, or equivalent. Required: Current Fitness Technology Student o		

Reason for change	Update of corequisite and added "Required:" statement.					
worker, fam outcomes.	OUTCOMES: Describe what the stu- ily member, community citizen, globa Three to six outcomes are recommen webpage for more guidance on writing	al citi: nded	zen or lifelong lear See the course o	ners), not in the c	lassroom	
Cu	rrent learning outcomes		New lear	ning outcomes		
Reason for change	Outcomes revised slightly to better restudents.	eflec	t the "out there" or	beyond the cours	e value for	
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	d prerequisites - WR 115, RD 115 and	ıd MT	H 20 or equivalen	t placement test s	cores	
☐ Placeme	nt into: .					
prefix & nun	nber: PE 180H, PE 180G, or PE 180	)F	☐ Prerequisite		pre/con	
prefix & nun	nber:		Prerequisite	☐ Corequisite	pre/con	
	Proposed prerequisites,	, core	equisites and conc	urrent		
Standard	d prerequisites - WR 115, RD 115 and	id MT	H 20 or equivalen	t placement test s	cores	
☐ Placement into: Add after coreq: "or equivalent." Add next: "Required: Current Fitness Technology student or instructor approval."						
prefix & number: PE 180H or 180G			□ Corequisite     □	pre/con		
prefix & number:			☐ Corequisite	☐ pre/con		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.						
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.			
☐ Yes			
No     No			
Implementation   Next available term after approval			
term Specify term			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Moe O'Connor	moconnor@pcc.edu 5/17/10			
SAC Administrative Liaison	Email	Date		
John Saito	John.saito15@pcc.edu 5/17/10			

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
course number	Send completed form electronically to curriculum@pcc.edu
☐ title	33
□ description	
prerequisites and co-requisites	
outcomes	
Grade option change	
Section #1 General Information	
D ( (F)	O. basittan and Tanasa Littuall

Cootion #1 C	an avail information		
	eneral Information Fitness Technology	Submitter name	Tanya Littrell
	i i i i i i i i i i i i i i i i i i i	Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 288	Proposed prefix and number	
Current course title	Pro-Act: Team Sports Training	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			

Current Description	Proposed Description
Professional Activities: Team Sports Training Work with faculty mentor to explore and develop knowledge about Team Sport Leadership and Athletic Ability Components of Physical Fitness. Covers components of coaching team sports and skill-related physical fitness: Progressions and techniques of practice format, sport specific drills, plyometrics, speed-agility- quickness coaching strategies and	Work with faculty mentor to explore and develop knowledge about Team Sport Leadership and Athletic Ability Components of Physical Fitness. Covers components of coaching team sports and skill-related physical fitness: Progressions and techniques of practice format, sport specific drills, plyometrics, speed-agility- quickness coaching strategies and methodology. Corequisite: PE 185 course. Required: Current Fitness Technology Student or instructor approval.

_	y. Concurrent enrollment in a physical education class.				
Reason for change	Remove course title in description	otion. Added "Required:" statement.			
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.				lassroom	
Cu	rrent learning outcomes		New lear	ning outcomes	
healthy populations. 2. Perform slipopulations. 3. Conduct slipopulations. 4. Use currer variety of headetermine value of the determine v	kill related assessments for healthy kill related drills for healthy  Int data and information from a alth and fitness sources to alid applications. II-CPT and NSCA-CPT National S  Outcomes revised for updated cu	1. Implement a team sport practice session for healthy populations.  2. Apply knowledge of coaching philosophy when developing an individual coaching philosophy.  3. Utilize three major objectives of coaching and factors that are involved in selecting a coaching style.  4. Perform skill related assessments for healthy populations.  5. Conduct skill related drills for healthy populations.  6. Use current data and information from a variety of health and fitness sources to determine valid applications.  7. Demonstrate skills needed to pass ASEP, ACSM-CPT and NSCA-CPT National Certifications.			
prerequisites If the SAC wa	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 prerequisite	es, core	quisites and concu	rrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				cores	
☐ Placement into: .					
prefix & number: Team Sports course ☐ Prerequisite ☐ Corequisite ☐ pre/con				pre/con	
prefix & number:				pre/con	
	Proposed prerequisit	tes, core	equisites and conc	urrent	
Standard	d prerequisites - WR 115, RD 115	and M7	H 20 or equivalent	t placement test s	cores
☐ Placement into: Add: "Required: Current Fitness Technology student or instructor approval."					

prefix & number: F	PE 185 course	☐ Prerequisite		☐ pre/con	
prefix & number:	prefix & number:		☐ Corequisite	pre/con	
		<b>-</b>			
	I for related instruction? Ple ntory of <u>related instruction te</u>		□ yes ⊠ no		
template to reflect	to see if the hours of studer the revision. This may requ ated instruction website to fe	ire a related instruction c	urriculum revision		
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	puses, such as academ	ic programs that	-	
Please provide de	tails, who was contacted and	d the resolution.			
☐ Yes ☑ No					
Implementation Specify 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.					
S	SAC Chair Email Date			Date	
Moe O'Connor moconnor@pcc.edu 5/17/10					
SAC Administrative Liaison Email Date					
John Saito John.saito15@pcc.edu 5/17/10					
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#### New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	ral Information					
Department: PE			Submitter	Janeen Hull		
			name	X 4042		
			Phone Email	Jan.hull@po	cc.edu	
Course Drofiv	PE 182 G		# Credits:	4		
Course Prefix and Number:	PE 102 G			1		
Course Title:	Cardio Conditioning		Transcript Title	Cardio Cor	nditioning	
60 characters max			(30 characters max)			
Can this class			Contact hours	Lecture (# o	f hours):	
be repeated? (for ART,	☐ No		(refer to help guide if	Lec/lab (# o	f hours):	
cooperative ed, PE, independent study only)	How many times? 2		necessary)	Lab (# of ho	urs): 30	
	NS: Check as many or as fe	w ontic	ns as vou'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 g	rade)			$\boxtimes$	
	Pass/No	pass				
	Audit in consultation with fa	aculty				
Is this course equ	uivalent to another? If yes, t	hey	☐ Yes	Course Numl	ber and Title	
must have the sa	me description and outcom	es.	⊠ No			
	tify only fees that are					
Course	Cardio Conditioning wi	-			all wellness through both	
Description:	U 1				espiratory exercise. Students will	
(field will expand as needed)	-		-		per group and individual fitness	
					ary by campus, term, and/or te and emphasize improved	
		_	_	_		
cardiorespiratory conditioning, as well as muscle strength and endurance, flexibility, and body composition.						
	, 1					
	description with an active v		<u></u>			

prerequisites: WF prerequisites, or a	R 115, RD 115 and MTH 20 or equivale additional prerequisites can be reques lower level, you will need to use the F	Ed list, it will have, as a default, the following standard ent placement test scores. Higher levels of any of these ted. However, if the SAC want to set the RD, WR and/or MTH Prerequisite Out-out form available on the Curriculum website		
	requisites - WR 115, RD 115 and MTH	H 20 or equivalent placement test scores		
☐ Placement in	ito:	☐ Placement into:		
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
course prefix & no		Prerequisite Corequisite pre/co		
course prefix & n	umber:	Prerequisite Corequisite pre/co		
Addendum to Course Description:	Each student supplies his/her own clothing. Clothing should be loose and comfortable fitting for exercise. Shoes are mandatory and should be designed for indoor aerobic/cardiorespiratory exercise. General class format includes a warm-up prior to the cardiorespiratory conditioning segment, which comprises the majority of the class. Muscular endurance and strength exercises, stretches for flexibility and relaxation, and a cool-down are also performed.			
member, commun outcomes are red	nity citizen, global citizen or lifelong lea	ill be able to do "out there" (in their life roles as worker, family arners), not in the classroom outcomes. Three to six idelines on the curriculum website for more guidance on		
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Improve overall physical conditioning through participation in Cardio Conditioning, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.</li> <li>Demonstrate skills needed to perform safe and effective group and individual fitness exercises.</li> <li>Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.</li> </ul>			
Course activities and design: (from CCOG)				
Outcomes assessment strategies:	<ul> <li>Pre/post fitness testing</li> <li>Individual fitness program</li> <li>Active participation</li> <li>Demonstrations of proficie</li> <li>Personal program records/</li> <li>Written assignments and/o</li> </ul>	ency portfolios		
Course Content: Themes, Concepts, Issues and	<ul> <li>Intensity monitoring via ta talk test methods</li> </ul>	warm-ups and cool-downs arget heart rate, Rating of Perceived Exertion (RPE), and atted physical fitness and their benefits for lifelong fitness		

Skills: (from CCOG they should be connected to the outcomes)	<ul> <li>Principles of exercise training</li> <li>Safety concepts for group and individual fitness exercises (exercises, environment, equipment, attire, progression)</li> <li>Personal fitness assessment</li> <li>Goal-setting for fitness</li> <li>Personal fitness program design</li> <li>Modification of exercises/activities for varying physical conditions and individual fitness level</li> <li>Equipment helpful in monitoring/performing cardiovascular activities.</li> </ul>
Reason for the new course	To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

#### Section #2 Transferabiltiy

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.

material or and occurrent, and again to the miles year	and a single rest of the analysis
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details) - Applies toward AAOT Foundational Requirement</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☒ No</li></ul>

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

How or where will the course be taught. Check all that apply	□ on campus     □ hybrid     □ on-line (complete DL M     □ other (explain)	Modality form, obtain signa	ture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide 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 Depar	tments			
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.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	Next available term a	after approval		
Specify term  Allow 2.4 months to complete the new course energy of process before the course can be calculated. Note: Most LDC.				
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 be reviewed at the SAC level and approved for submission.				
SAC Chai	r	En	nail	
Janeen Hull		Jan.hull@pcc.edu		
SAC Administrativ	e 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 – $DC - 4^{th}$ floor.				

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

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	Section #1 General Information				
Department: PE		Submitter	Janeen Hull		
		name	X 4042		
		Phone	Jan.hull@po	oc.edu	
		Email			
Course Prefix and Number:	PE 182 i	# Credits:	1		
Course Title:	Power Yoga	Transcript Title	Power Yog	a	
60 characters		(30 characters max)			
max		IIIax)			
Can this class		Contact hours	Lecture (# o	f hours):	
be repeated? (for ART,	□ No	(refer to help guide if	Lec/lab (# o	f hours):	
cooperative ed,	How many times? 2	necessary)	Lab (# of ho	ours): 30	
PE, independent study only)					
	NS: Check as many or as few op	ions as vou'd like			
	ault grade option. What is the o	•	will he the ont	tion listed at the top of the	
				a change in the dropdown menu	
will automatically	be assigned to the default grade	option. Call the C	urriculum Offi	ce 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				
Pass/No pass		$\boxtimes$			
	Audit in consultation with faculty	<mark>′</mark> ⊠			
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Num	ber and Title	
must have the same description and outcomes.		⊠ No			
	tify only fees that are				
Course Expand knowledge, application and skill in Hatha Yoga poses. Intermiediate and			oses. Intermiediate and		
Description:	Advanced voga poses/skills will be explored as students become proficient. Offers				
(field will expand as needed)	exposure to other areas of mind-body fitness and an opportunity to study a selected Yoga				
needed)	topic in depth. Students should have prior knowledge and skill base in order to perform the				
Sun Salute I and II.					
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 pcc.edu/curriculu	lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website m
Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	to: Placement into:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
course prefix & n	umber: Prerequisite Corequisite pre/co
Addendum to Course Description:	Conducted as a learning-performing type class with outside individual research to enrich student knowledge and skill. Includes teacher and student directed activity. Includes asana practice & relaxation practice
member, commu outcomes are rec	COMES: Describe what the student will be able to do "out there" (in their life roles as worker, family nity citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six commended. See course outcomes guidelines on the curriculum website for more guidance on omes. www.pcc.edu/curriculum
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Demonstrate improved physical conditioning</li> <li>Develop personal on-going Intermediate and Advance yoga practice</li> <li>Recognize and apply the value and benefits of an on-going yoga practice</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ul> <li>Participation Records</li> <li>Personal Programs</li> <li>Pre and Post Measurements</li> <li>Performance Evaluation</li> <li>Research Project</li> <li>Written assignments and exams</li> <li>Opportunity to share postures or other health information with class</li> <li>Class Presentation or demonstration</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Advanced asanas and sequences of asanas Progressing in a yoga practice for:  Balance Flexibility Kinesthetic Awareness Alignment Breath Control Strength Interpret and apply the benefits of yoga postures Personal application of Yoga philosophies  Demonstrate safety principles for asana practice Select asanas appropriate for personal needs Identify and apply relaxation techniques for stress reduction

Reason for the new course  To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.
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Section #2 Transferabiltiy			
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 no			
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses		
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details) - Fulfills AAOT Foundational Requirement</li> </ul>		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence		
Identify comparables at Oregon schools			
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the General Education form</li><li>☒ No</li></ul>		
Section #3 Additional Information for new LDC courses			
How or where will the course be taught. Check all that apply	on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			

Section #3 Additional Information for	Section #3 Additional Information for new LDC courses				
How or where will the course be taught. Check all that apply		ture and submit)			
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide 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	No				

other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
	Γ			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	<ul><li>Next available term a</li><li>Specify term</li></ul>	ifter approval		
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 be 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 – $DC - 4^{th}$ floor.				

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

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department: PE		Submitter	Marc Spazia	ani
		name	503-614-72	87
		Phone	Marc.spazia	ıni@pcc.edu
		Email # Credits:		
Course Prefix and Number:	PE182M	# Credits.	1	
Course Title:	MMA Combative Conditioning	Transcript Title	MMA Com	bative Conditioning
60 characters max		(30 characters max)		<b>.</b>
Can this class	☐ Yes	Contact hours	Lecture (# o	f hours):
be repeated? (for ART,	⊠ No	(refer to help guide if	Lec/lab (# o	f hours):
cooperative ed, PE, independent study only)	How many times?	necessary)	Lab (# of ho	ours): 30
	NS: Check as many or as few option	ns as vou'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)			
	Pass/No pass			
	Audit in consultation with faculty	$\boxtimes$		
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Num	ber and Title
must have the sa	me description and outcomes.	⊠ No		
	tify only fees that are			
Course Description: (field will expand as needed)	A high-intensity group exercise class focusing on challenging your body in a dynamic and energetic fashion. Emphasis is placed on performing various activities and exercises in challenging conditions utilizing resistance, balance,			

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/curriculu	m			
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement ir	nto:	☐ Placer	ment into:	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
	T 1 . 1 . 1 . 1 . 1 . //	1.41.		
Addendum to Course	fitting for exercise. Shoes are mand	_	Clothing should be loose and comfortable should be designed for	
Description:	0	•	lass format includes a warm-up, various	
	conditioning segments (cardiorespi	iratory, mı	uscular endurance and strength, & flexibility),	
	and skills training.			
LEARNING OUT	COMES: Describe what the student will	l be able to	do "out there" (in their life roles as worker, family	
member, commu	nity citizen, global citizen or lifelong lea	rners), not	in the classroom outcomes. Three to six	
	commended. See course outcomes guid omes. www.pcc.edu/curriculum	delines on t	the curriculum website for more guidance on	
Learning	·	onditioning	g (muscle and cardiorespiratory endurance,	
Outcomes: (Use observable	•	•	sition), while performing martial art activities.	
and measurable	· · ·		ng lifelong health and fitness.	
verbs)	<ul> <li>Experience the relationship of the mind, body and spirit.</li> <li>Apply the principles of conditioning to help improve conditioning and reduce injury</li> </ul>			
	risk.	and on mig to	s neip improve conditioning and reduce injury	
Course				
activities and design:				
(from CCOG)				
	A44 J			
Outcomes assessment	Attendance Active participation and effort			
strategies:	Skill assessment			
	Practical Exams/quizzes			
_	Marsa upa and anal dayina			
Course Content:	Warm-ups and cool-downs Conditioning, stretching, and endu	rance exe	rcises	
Themes,	Body mechanics and alignment de	evelopmen		
Concepts, Issues and	Application of conditioning benefits		T 14 5 1 1 14 1 AUST	
Skills:	Discuss of the various forms of ma Boxing, Brazilian Jujitsu, etc.	artial arts;	Tae Kwon Do, Judo, Karate, Aikido,	
(from CCOG they	Principles of cardiorespiratory, mus	scle, inter	val, and flexibility training	
should be connected to the	Safety concerns	·		
outcomes)	One of the factost growing enerty is in	the area a	f Mixed Martial Arts. Most all martial arts training	
Reason for the new course			f Mixed Martial Arts. Most all martial arts training offering training/conditioning classes geared	
	towards higher intensity interval training	ng. This cla	iss is geared towards meeting the needs of those	
	Arts.	ioning, whil	e being introduced to the world of Mixed Martial	

the transferability of LDC courses. The sour new LDC course in transfer. We antifrom more than one school before a new possible in the development and international colleagues at one or more OUS schools 1. Is there an equivalent lower division of 2. Will a department accept the course for 3. Will the course be accepted as part of	or its major or minor requirements?  The University's distribution requirements?  It may still be accepted or approved as an LDC course, depending on the			
Which OUS school will the course transfer to? List all	Did not confirm transferability to an OUS school. Historically PE courses PCC offers will transfer to PSU as electives. In the process to confirm if course will transfer directly as a major or minor requirement. It will count at PCC towards the Health/Fitness credits needed for the AAOT degree which transfers into an OUS school.			
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence			
Identify comparables at Oregon schools	Through no school found has an exact match for the title, many community colleges and OUS schools have physical activity classes geared towards the bootcamp/total body workout style class. Martial Arts classes are one of the fastest growing PE courses. PSU offers over 15 martial arts related PE courses and University of Oregon offers 17.			
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>			
Section #3 Additional Information for new LDC courses				
How or where will the course be taught. Check all that apply	on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.				
Name of certificate(s):	# credits:			

Section #3 Additional Information for new LDC courses			
How or where will the course be taught. Check all that apply	□ on campus     □ hybrid     □ on-line (complete DL Modality form, obtain signature and submit)     □ other (explain)		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):	# credits:		
Name of degree(s):	# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Departments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been	No		

reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No – there are other SAC's	with similar types of course offerings		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	<ul><li>✓ Next available term a</li><li>✓ Specify term</li></ul>	after approval		
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 be 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 – $DC - 4^{th}$ floor.				

## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gener	Section #1 General Information					
Department: PE			Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@po		
Course Prefix and Number:	PE 182 O		# Credits:	1		
Course Title: 60 characters max	Core Fitness		Transcript Title (30 characters max)	Core Fitne	ss	
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<ul><li>✓ Yes</li><li>☐ No</li><li>How many times? 2</li></ul>		Contact hours (refer to help guide if necessary)	Lecture (# o Lec/lab (# o Lab (# of ho	f hours):	
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 th	at apply	Default (Choose one)	
A-F (letter grade)		$\boxtimes$		$\boxtimes$		
Pass/No pass		$\boxtimes$				
	Audit in consultation with facul	ty				
Is this course equ	uivalent to another? If yes, they		☐ Yes	Course Num	ber and Title	
must have the same description and outcomes.			⊠ No			
Course fee: Identify only fees that are above and beyond the usual PCC fees						
Course Description:  (field will expand as needed)  Core Fitness will improve fitness, health, and overall wellness through structured group exercise class. Students will gain knowledge and skills needed to perform safe and proper exercises to stabilize the core muscles which include back, abdominal, hip, pelvis and lateral trunk muscles. The focus of the course and skills learned will vary by campus, term, and/or instructor. Students will participate in activities that promote improved cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition with special emphasis on involvement of strong core muscles.						
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, or	additional prerequisites can be reques a lower level, you will need to use the l	lent placement test scores. Higher levels of any of these sted. However, if the SAC want to set the RD, WR and/or MTH Prerequisite Out-out form available on the Curriculum website		
	requisites - WR 115, RD 115 and MT	H 20 or equivalent placement test scores		
☐ Placement ir	nto:	☐ Placement into:		
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
course prefix & n		Prerequisite Corequisite pre/co		
course prefix & n	umber:	Prerequisite Corequisite pre/co		
Addendum to Course Description:	fitting for exercise. Shoes are mandatory and should be designed for			
member, commu outcomes are red	nity citizen, global citizen or lifelong le commended. See course outcomes gu omes. www.pcc.edu/curriculum	vill be able to do "out there" (in their life roles as worker, family arners), not in the classroom outcomes. Three to six uidelines on the curriculum website for more guidance on		
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Improve overall physical conditioning through Core Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.</li> <li>Demonstrate skills needed to perform safe and effective Core Fitness exercises.</li> <li>Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.</li> </ul>			
Course activities and design: (from CCOG)				
Outcomes assessment strategies:	<ul> <li>Pre/post fitness testing</li> <li>Individual fitness program</li> <li>Active Participation</li> <li>Demonstrations of profici</li> <li>Assignments and/or exam</li> </ul>	ency		
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul> <li>Intensity monitoring via to talk test methods</li> <li>Learning to identify the components of fitness-rel</li> <li>Principles of exercise train</li> </ul>	Fitness exercises (exercises, environment, equipment,		

	<ul> <li>Personal fitness program design</li> <li>Modify exercises and activities for varying physical conditions and individual fitness level</li> </ul>
Reason for the new course	To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

Section #2 Transferabiltiy	
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new of possible in the development and internal at colleagues at one or more OUS schools to 1. Is there an equivalent lower division course. Will a department accept the course for 3. Will the course be accepted as part of the	its major or minor requirements?
nature of the course, though it will likely no	ot be eligible for Gen Ed status.
Which OUS school will the course transfer to? List all	<b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details) - Fulfills AAOT Foundational Requirement</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Is General Education or Cultural Diversity designation being sought at this time?	<ul> <li>Yes – Submit the <u>General Education</u> form</li> <li>No</li> </ul>

Section #3 Additional Information for new LDC courses				
How or where will the course be taught. Check all that apply	<ul> <li>⋈ on campus</li> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signa</li> <li>other (explain)</li> </ul>	ture and submit)		
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 Depar	tments			
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.				
Is there any potential impact on	No		=	
another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	140			
Implementation term:	<ul><li>Next available term a</li><li>Specify term</li></ul>	after approval		
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 be reviewed at the SAC level and approved for submission.				
SAC Chair			nail	
Janeen Hull		Jan.hull@pcc.edu		
SAC Administrativ	SAC Administrative Liaison		nail	
John Saito		John.saito15@pcc.edu	<u> </u>	
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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L					
Section #1 General Information					
Department:	PE	Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@po		
Course Prefix and Number:	182 V	# Credits:	1		
Course Title: 60 characters max	Sports Fitness	Transcript Title (30 characters max)	Sports Fitn	ess	
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<ul><li>✓ Yes</li><li>☐ No</li><li>How many times? 2</li></ul>	Contact hours (refer to help guide if necessary)	Lecture (# o Lec/lab (# o Lab (# of ho	f hours):	
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 th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass					
Audit in consultation with faculty					
valent to another? If yes, they must have the same description and outcomes.  □ FORMCHECKBOX □ Yes RMCHECKBOX □ Yes description and outcomes. □□ FORMCHECKBOX □ Yes RMCHECKBOX □ Yes Yes		Course Number and Title			
RMCHECKBOX □ Yes ☑ No					
Course fee: Iden	tify only fees that are				
Course Description: (field will expand as needed)	Sports Fitness is a physical education group activity class focusing on cardiorespiratory fitness, functional training, agility, balance, and teamwork while experiencing a variety of				

Begin the course	description with an active verb. Inclu	de recomme	enda	dations in the description.
prerequisites: WF prerequisites, or prerequisites at a pcc.edu/curriculu	R 115, RD 115 and MTH 20 or equival additional prerequisites can be reques a lower level, you will need to use the l m	lent placeme sted. Howev Prerequisite	ent f ver, i Ou	ave, as a default, the following standard t test scores. Higher levels of any of these , if the SAC want to set the RD, WR and/or MTH ut-out form available on the Curriculum website
	requisites - WR 115, RD 115 and MTI	H 20 or equi	ivale	lent placement test scores
☐ Placement ir	nto:	☐ Place	mer	ent into:
course prefix & n	umber:			Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:			Prerequisite Corequisite pre/co
course prefix & n	umber:			Prerequisite Corequisite pre/co
Addendum to Course Description:	Each student supplies his/her own clothing. Clothing should be loose and comfortable fitting for exercise. Shoes are mandatory and should be designed for aerobic/cardiorespiratory exercise. General class format includes a warm-up, a cardiorespiratory conditioning segment, muscular endurance and strength exercises, stretches for flexibility and relaxation, and a cool-down. Some class sessions will be held outside. Dress appropriately for weather conditions. Check MyPCC Course page often for class information and handouts.			
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum				
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>including but not limited the fitness, and flexibility, and</li> <li>Demonstrate skills needed</li> <li>Apply terminology, principlifelong fitness, health, and</li> </ul>	to improvent d sports per l to perform iples, and to d wellness	mer rfor n sa ech	through sport specific participation, ents in cardiorespiratory fitness, muscle ormance. safe and effective sport specific exercises. hniques learned in class when developing a rogram for specific sports participation. cal fitness, aerobic fitness, anaerobic fitness,
Course activities and design: (from CCOG)				
Outcomes assessment strategies:	<ul> <li>Pre/post fitness testing</li> <li>Demonstrations of profici</li> <li>Written assignments and/o</li> <li>Active participation</li> </ul>	•		

	<ul> <li>Individual fitness programs</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul> <li>Safe and effective warm-ups and cool-downs for sports</li> <li>Intensity monitoring via target heart rate, Rating of Perceived Exertion (RPE), and talk test methods</li> <li>Components of health and skill related physical fitness and their benefits for lifelong fitness</li> <li>Principles of exercise training for sports</li> <li>Safety concepts for group fitness exercises (exercises, environment, equipment, progression)</li> <li>Personal fitness assessment for sports</li> <li>Specificity of training for different sports</li> <li>Goal-setting for fitness</li> <li>Modify exercises and activities for varying physical conditions and individual fitness level</li> </ul>
Reason for the new course	To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

#### Section #2 Transferabiltiy

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.

Trature of the course, thought it will likely hot be engible for och Ed status.			
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses		
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement		
опеск ан шас арргу	□ general elective     □ other (provide details) - Fulfills AAOT Foundational Requirement		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	Completed <u>Transferability Status</u> form  E-mail correspondence with receiving institution  Other - provide evidence		
Identify comparables at Oregon schools			
Is General Education or Cultural	Yes – Submit the General Education form		

Diversity designation being sought at this time?	⊠ No	
Section #3 Additional Information for r	naw LDC courses	
How or where will the course	on campus	
be taught. Check all that apply	hybrid	
	other (explain)	Modality form, obtain signature and submit)
Is this course in a degree or certificate	e 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 Depart	tments	
Are there similar courses existing in	No	
other programs or disciplines at PCC? If yes, explain and/or		
describe the nature of		
acknowledgements and/or agreements that have been		
reached.		
Have you consulted with the SAC		
Chair(s) of other program(s) regarding potential impact such as		
content overlap, duplication,		
prerequisites, enrollment impact etc. If yes, explain and/or describe		
the nature of acknowledgements or		
agreements that have been		
reached.		
Is there any potential impact on	No	
another department or campus? If		
yes, explain and/or describe the nature of acknowledgments and/or		
agreements that have been		
reached.	Northwest Stabilities	the annual
Implementation term:	<ul><li>Next available term a</li><li>Specify term</li></ul>	anter approval
Allow 3-4 months to complete the new		efore the course can be scheduled. Note: Most LDC
courses will implement in fall or spring	terms depending on the for	mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.
Section # 4 Department Review	CAC level and and	
This proposal has be reviewed at the		
SAC Chai		Email Lan hull@nee edu
Janeen Hull		Jan.hull@pcc.edu

SAC Administrative Liaison	Email	
John Saito	John.saito15@pcc.edu	
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### New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	ral Information				
Department: PE			Submitter	Marc Spazia	ani
			name	503-614-72	87
			Phone	Marc.spazia	ni@pcc.edu
			Email	·	
Course Prefix and Number:	PE182W		# Credits:	1	
Course Title:	Physical Activity for Weight		Transcript Title	Phy. Act. F	or Weight Control
60 characters max	Control		(30 characters max)	-	-
Can this class	☐ Yes		Contact hours	Lecture (# c	f hours):
be repeated? (for ART,	⊠ No		(refer to help guide if	Lec/lab (# o	f hours):
cooperative ed, PE, independent study only)	How many times?		necessary)	Lab (# of hours): 30	
	NS: Check as many or as few o	ptio	ons 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.					
7010. TOT MOTO	details on grade options see ti	10 7	Check all th		Default (Choose one)
	A-F (letter grad	e)			
	Pass/No pa	ss	$\boxtimes$		
	Audit in consultation with facu	lty	$\boxtimes$		
•	uivalent to another? If yes, they	,	☐ Yes	Course Number and Title	
must have the sa	me description and outcomes.		⊠ No		
	tify only fees that are				
Course Description: (field will expand as needed)	To help overweight, seden progressive activity progra weight control through actiprogram.	m. vity	Recommended y, and who have	for those stu their doctor's	dents who would like help with s permission to begin an activity
Regin the course	description with an active verb	. 1	nclude recommen	dations 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/curriculu	m .
	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement ir	nto:
course prefix & n	umber:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
A dalamada was ta	Students provide appropriate sport clothing for activity.
Addendum to Course Description:	Sport shoes designed for walking are required.
member, commu outcomes are red	COMES: Describe what the student will be able to do "out there" (in their life roles as worker, family nity citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six commended. See course outcomes guidelines on the curriculum website for more guidance on comes. www.pcc.edu/curriculum
Learning Outcomes: (Use observable and measurable verbs)	Maintain improved physical and cardiovascular conditioning. Utilize learned lifelong fitness skills to help obtain/maintain healthy body composition. Utilize skills for holistic health. Employ awareness and positive attitude skills towards physical activity.
Course activities and design: (from CCOG)	Apply present physical condition to appropriate physical activity levels. Apply mental exercise towards activity and eating strategies. Maintain physical activity log and journal. Fitness testing for cardiovascular endurance and body composition.
Outcomes assessment strategies:	Pre/Post physical activity and body composition testing. Individual fitness participation. Personal physical activity log and journal. Participation in discussion assignments. Quizzes/Exams
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Gradual overload Calories expenditure/balance Mental motivational strategies Lifestyle questionnaire Target Heart Rate Stretching Safety concepts Appreciation of benefits of lifelong activity and healthy eating
Reason for the new course	Many students do not participate in PE courses due to issues related to bodyweight. There have been many students taking/using online PE courses to help them increase their physical activity to help with their weight management goal; however those courses are not necessarily geared to help with weight management. This course is designed to specially target those students who want to use physical activity to help manage weight.

#### 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	n cou	rse at the University?			
2. Will a department accept the cours	se for i	ts major or minor requirements?			
3. Will the course be accepted as part	t of th	e University's distribution requirements?			
·	nly, it r	nay still be accepted or approved as an LDC cour	rse, depending on the		
Which OUS school will the course transfer to? List all		Did not confirm transferability to an OUS school. PCC offers will transfer to PSU as electives. In the course will transfer directly as a major or minor reat PCC towards the Health/Fitness credits needed which transfers into an OUS school.	e process to confirm if equirement. It will count		
How does it transfer		required or support for major			
Check all that apply		general education distribution requirement			
этээ арру		general elective			
		other (provide details)			
Provide evidence of transferability:		Completed Transferability Status form			
(minimum one, more preferred)		E-mail correspondence with receiving institut	ion		
Required for Gen Ed only		Other - provide evidence			
Identify comparables at Oregon school	ols	Through no school found has an exact match for	the title many		
		community colleges and OUS schools have physical activity classes geared towards physical activity and weight management. For example. PSU offers a PE185 Weight Loss Bootcamp class (1 credit). University of Oregon offers a PEF335 Healthy Weight Loss course (3 credits). Chemeketa Comm. Colleges offers a PE185 Weight Management course (1 credit).			
Is General Education or Cultural		Yes – Submit the General Education form			
Diversity designation being sought at		⊠ No			
this time?					
Section #3 Additional Information for	new L	DC courses			
How or where will the course		on campus			
be taught. Check all that apply		hybrid	ture and aubreit		
3		on-line (complete DL Modality form, obtain signa other (explain)	ture and submit)		
Is this course in a degree or certificate	e as re	equired, an elective or a prerequisite? Please pro	ovide 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 Depar	tment	S			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or	No				

	T			
agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes. Contacted Health SAC as they offer a 3 credit Healthy Weight Management course. The proposed new PE courses does not conflict the Health course as each emphasizes different aspects of weight control/management.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	Next available term a	after approval		
, , , , , , , , , , , , , , , , , , , ,	Specify term	The state of the s		
courses will implement in fall or spring	v course approval process beg terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.		
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chai	r	Email		
Janeen Hull		jan.hull@pcc.edu		
SAC Administrativ	e 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 – $DC - 4^{th}$ floor.				

## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	Section #1 General Information					
Department:	PE		Submitter	Janeen Hull		
			name	X 4042		
			Phone	Jan.hull@po	cc.edu	
0 5 5	DE 400 V		# Credits:			
Course Prefix and Number:	PE 182 X		# Credits.	1		
Course Title:	Nia Technique		Transcript Title	Nia Techni	que	
60 characters	·		(30 characters		•	
max			max)			
Can this class			Contact hours	Lecture (# o	f hours):	
be repeated? (for ART,	☐ No		(refer to help guide if	Lec/lab (# of	f hours):	
cooperative ed,	How many times? 2		necessary)	Lab (# of ho	urs): 30	
PE, independent study only)						
	NS: Check as many or as few	v optio	ons as you'd like			
	nult grade option. What is t	-	•	will be the opt	ion 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	
	be assigned to the default g details on grade options see				ce if you have questions 971-722-	
7613. FOI IIIOIE	details on grade options see	ille A			Default (Choose one)	
			Check all th	ат арріу	,	
A-F (letter grade)		ade)				
	Pass/No	pass				
	Audit in consultation with fa	culty	$\boxtimes$			
valent to another			Course			
must have the sa						
	me description and outcome	s.	Number and			
□□ FORMCHEC RMCHECKBOX	KBOX □□ Yes	s.				
	KBOX □□ Yes □ Yes	s.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBO	KBOX □□ Yes □ Yes utcomes. □□  OX □□ Yes	s.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX	KBOX □□ Yes □ Yes utcomes. □□  OX □□ Yes	es.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX RMCHECKBOX Yes	KBOX □□ Yes □ Yes utcomes. □□ OX □□ Yes □ Yes	s.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX RMCHECKBOX Yes RMCHECKBOX	KBOX □□ Yes □ Yes utcomes. □□ OX □□ Yes □ Yes	S.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX RMCHECKBOX Yes RMCHECKBOX No	KBOX □ Yes □ Yes utcomes. □ □ OX □ Yes □ Yes □ Yes	es.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX Yes RMCHECKBOX ∑ No Course fee: Iden	KBOX □□ Yes □ Yes utcomes. □□ OX □□ Yes □ Yes	es.	Number and			
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX Yes RMCHECKBOX ∑ No Course fee: Iden	KBOX □ Yes □ Yes utcomes. □ □ DX □ Yes □ Yes □ Yes tify only fees that are d the usual PCC fees The Nia Technique is a management of the second of the secon	nind/t	Number and Title		ey elements of the martial,	
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX Yes RMCHECKBOX ☑ No Course fee: Iden above and beyond Course Description:	KBOX  Yes Yes utcomes.  Yes X  Yes Yes Yes Yes The Nia Technique is a nidance, and healing arts to	nind/t	Number and Title	ing, and joyf	ul fitness program. Applies the	
□□ FORMCHEC RMCHECKBOX description and of FORMCHECKBOX Yes RMCHECKBOX ∑ No Course fee: Identations above and beyond Course	KBOX  Yes Yes utcomes.  Yes X  Yes Yes Yes Yes The Nia Technique is a nidance, and healing arts to	nind/to prov	Number and Title  pody discipline to tide a safe, exciting dy's Way to ach	ing, and joyf	•	

Begin the course	Begin the course description with an active verb. Include recommendations in the description.					
prerequisites: WF prerequisites, or a prerequisites at a pcc.edu/curriculu	R 115, RD 115 and MTH 20 or equivaler additional prerequisites can be requested lower level, you will need to use the Prem	nt placeme ed. Howev rerequisite	ent er, Ou	ave, as a default, the following standard t test scores. Higher levels of any of these r, if the SAC want to set the RD, WR and/or MTH out-out form available on the Curriculum website		
	requisites - WR 115, RD 115 and MTH			·		
☐ Placement in	ito:	∐ Place	mer	ent into:		
course prefix & n	umber:			Prerequisite Corequisite pre/co		
course prefix & n				Prerequisite Corequisite pre/co		
course prefix & n	umber:			Prerequisite Corequisite pre/co		
Addendum to Course Description:						
member, communication outcomes are reco	nity citizen, global citizen or lifelong lear	rners), not	in t	do "out there" (in their life roles as worker, family in the classroom outcomes. Three to six in e curriculum website for more guidance on		
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Connect to the interrelationship</li> <li>Improve overall physical conditions including but not limited to impand flexibility.</li> <li>Demonstrate skills needed to per</li> </ul>	o of body tioning the provement erform sa and techn	and irou its i fe a niqu	ough Beg Group Fitness participation, in cardiorespiratory fitness, muscle fitness, and effective group fitness exercises. ques learned in class when developing a		
Course activities and design: (from CCOG)						
Outcomes assessment strategies:	<ul> <li>Pre/post fitness assessments</li> <li>Active participation</li> <li>Demonstrations of proficiency</li> <li>Personal program records/portfo</li> <li>Written assignments and/or examples</li> </ul>					
Course Content: Themes,	Somatic experiences of: The 13 Nia Principles The 5 Sensations of Fitness					

Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	The 5 Principles of The Body's Way Use body awareness, imagination, emotional liberation and unique expression to energize and enrich the movement experience.  Modify movements to adapt to one's own level of conditioning and range of motion.  Increase body flexibility, strength, agility, mobility and stability.  Develop organic skill in a wide variety of movement styles.
Reason for the new course	To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

Section	#2	Trans	fera	biltiy	/
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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.

nature of the course, thought t will likely not be eligible for Gen Ed status.				
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses			
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details) - Fulfills AAOT Foundational Requirement</li> </ul>			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>			
Identify comparables at Oregon schools				
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>			

Section #3 Additional Information for the How or where will the course be taught. Check all that apply	new LDC courses  on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.				

Name of degree (a):				
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 Depar	tments			
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.				
	l NI			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	<ul><li>✓ Next available term a</li><li>✓ Specify term</li></ul>	after approval		
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	w course approval process be g terms depending on the for	mal approval process (see	timetable linking request	
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Cha			nail	
Janeen Hull		Jan.hull@pcc.edu		
SAC Administrativ	ve Liaison	En	nail	
John Saito		John.saito15@pcc.edu		
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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	ral Information				
Department: PE			Submitter	Janeen Hull	
			name	X 4042	
			Phone	Jan.hull@po	oc.edu
			Email		
Course Prefix and Number:	PE 182 Y		# Credits:	1	
Course Title:	Indoor Cycling		Transcript Title	Indoor Cyc	lling
60 characters max			(30 characters max)		
Can this class			Contact hours	Lecture (# o	f hours):
be repeated? (for ART,	☐ No		(refer to help guide if	Lec/lab (# o	f hours):
cooperative ed, PE, independent study only)	How many times? 2		necessary)	Lab (# of ho	ours): 30
	NS: Check as many or	as few option	ons as vou'd like	1	
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 th	nat apply	Default (Choose one)
	A-F (le	tter grade)	$\boxtimes$		
	Pas	ss/No pass			
	Audit in consultation v	vith faculty			
Is this course equ	uivalent to another? If y	es, they	☐ Yes	Course Num	ber and Title
must have the sa	me description and ou	tcomes.	⊠ No		
	tify only fees that are				
Course	Indoor Cycling will	improve f	ïtness, health, ai	nd overall we	ellness through structured group
Description:	cycling classes. Stu	dents will	gain knowledge	and skills ne	eded to perform safe and proper
(field will expand as needed)	<u> </u>				will vary by campus, term,
needed)	and/or instructor. S				
	1	onditioning	, muscle strengt	h and endura	nce, flexibility, and body
	composition.				
Begin the course	description with an ac	tive verb. Ir	nclude recommen	dations 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

	lower level, you will need to use the Pre	ed. However, if the SAC want to set the RD, WR and/or MTH rerequisite Out-out form available on the Curriculum website		
•	requisites - WR 115, RD 115 and MTH	20 or equivalent placement test scores		
☐ Placement in	ito:	Placement into:		
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
Addendum to Course Description:	fitting for exercise. Shoes are mandatory and should be designed for			
member, communication outcomes are recommendated	nity citizen, global citizen or lifelong lear	be able to do "out there" (in their life roles as worker, family rners), not in the classroom outcomes. Three to six delines on the curriculum website for more guidance on		
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Improve overall physical conditioning through Indoor Cycling participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.</li> <li>Demonstrate skills needed to perform safe and effective Indoor cycling.</li> <li>Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.</li> </ul>			
Course activities and design: (from CCOG)				
Outcomes assessment strategies:  Pre/post fitness testing Individual fitness programs Active participation Demonstrations of proficiency Assignments (written or activity related) and/or exams				
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul><li>talk test methods</li><li>Components of fitness-relate</li><li>Principles of exercise training</li></ul>	get heart rate, Rating of Perceived Exertion (RPE), and red physical fitness and their benefits for lifelong fitness ing itness exercises (exercises, environment, equipment,		

	<ul> <li>Personal fitness program design</li> <li>Modify exercises and activities for varying physical conditions and individual fitness level</li> </ul>
Reason for the new course	To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

S	ect	tion	#2	Irans	tera	bilt	iy

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.

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- 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	<b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details) - Fulfills AAOT Foundational Requirement</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☒ No</li></ul>

Section #3 Additional Information for new LDC courses			
How or where will the course be taught. Check all that apply	□ on campus     □ hybrid     □ on-line (complete DL Modality form, obtain signature and submit)     □ other (explain)		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):	ertificate(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 Depar	tments			
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			
	T			
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.				
	Г			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	<ul><li>Next available term a</li><li>Specify term</li></ul>	ifter approval		
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 be reviewed at the	This proposal has be 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 – $DC - 4^{th}$ floor.				

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

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department: PE		Submitter name Phone Email	Janeen Hull X4042 Jan.hull@po	
Course Prefix and Number:	182 Z	# Credits:	1	
Course Title: 60 characters max	Zumba Fitness	Transcript Title (30 characters max)	Zumba Fitr	ness
Can this class be repeated?	⊠ Yes	Contact hours (refer to help	Lecture (# o	f hours):
(for ART,	☐ No	guide if	Lec/lab (# o	•
cooperative ed, PE, independent study only)	How many times? 2	necessary)	Lab (# of ho	ours): 30
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 th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
	Audit in consultation with faculty	$\boxtimes$		
•	uivalent to another? If yes, they	☐ Yes	Course Num	ber and Title
must have the sa	me description and outcomes.	⊠ No		
	tify only fees that are			
Course Description: (field will expand as needed)	classes. Students will gain knowl	edge and skills ne ing sessions. The . Students will pa nuscle endurance	eded to perfor focus of the contribute in acontribute in acontribu	ourse and skills learned will vary by tivities that promote improved nd body composition.

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

	requisites - WR 115, RD 115 and MTH	I 20 or equivalent placement test scores	
☐ Placement into: ☐ Placement into:		Placement into:	
course prefix & number:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & number:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co	
Addendum to Course Description:	fitting for exercise. Shoes are mandatory and should be designed for		
member, commu outcomes are rec	nity citizen, global citizen or lifelong lea	Il be able to do "out there" (in their life roles as worker, family arners), not in the classroom outcomes. Three to six delines on the curriculum website for more guidance on	
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Improve overall physical control including but not limited to fitness, balance, agility and Demonstrate skills needed</li> <li>Apply terminology, principlifelong fitness, health, and</li> </ul>	to perform safe and effective group fitness exercises.  oles, and techniques learned in class when developing a	
Course activities and design: (from CCOG)			
Outcomes assessment strategies:	<ul> <li>Pre/post fitness testing</li> <li>Individual fitness programs</li> <li>Active participation/effort</li> <li>Demonstrations of proficie</li> <li>Personal program records/p</li> <li>Written assignments and/or</li> </ul>	ency portfolios	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul> <li>talk test methods</li> <li>Components of fitness-rela</li> <li>Principles of exercise train</li> <li>Safety concepts for group to progression)</li> <li>Personal fitness assessmen</li> <li>Goal-setting for fitness</li> <li>Personal fitness program d</li> </ul>	rget heart rate, Rating of Perceived Exertion (RPE), and atted physical fitness and their benefits for lifelong fitness ing fitness exercises (exercises, environment, equipment, t	

	fitness level
	<ul> <li>Body mechanics – proper body alignment</li> <li>Explore the relationship of the Mind-Body connection in fitness</li> </ul>
Reason for the new course	To differentiate among the various styles of group fitness courses offered at PCC to meet the needs of the ever-changing student body.

Section #2 Transferabiltiy			
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	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses		
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details) - Fulfills AAOT Foundational Requirement</li> </ul>		
Provide evidence of transferability:  Completed Transferability Status form  E-mail correspondence with receiving institution  Other - provide evidence			
Identify comparables at Oregon schools			
s General Education or Cultural Diversity designation being sought at his time?  ☐ Yes – Submit the General Education form ☐ No			

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

	277			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
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.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No			
Implementation term:	Next available term a	ifter approval		
	Specify term			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
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This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chai	r	Email		
Janeen Hull				
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 –		and the second of the second o		