

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 Lab 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, Req, 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 182O – 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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.

115;prerequisite/ concurrent: MTH 95.	
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 learning outcomes
1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.	1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.

Reason for change	No change
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x <input checked="" type="checkbox"/> Placement into: . WR 115			
prefix & number: math 95	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x <input checked="" type="checkbox"/> Placement into: . WR 115			

prefix & number: Math 111	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval x <input type="checkbox"/> Specify term Fall 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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
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.
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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
1. Use basic AC concepts to analyze circuits. 2. Build and simulate AC electrical circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.	1. Use basic AC concepts to analyze circuits. 2. Build and simulate AC electrical circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.

Reason for change	No change
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EET 111	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Math 111	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: EET 111	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Math 112	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term 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
Sanda Williams	Sanda.williams@pcc.edu	03-31-2010
SAC Administrative Liaison	Email	Date
Steinmetz, Dieterich V	dsteinme@pcc.edu	04-01-2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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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

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.	Electrical Power Covers ac power, 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;

Reason for change	To align with program prereqs and better assist the circuit analysis sequence.
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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
1. Use basic AC concepts and theorems to analyze AC circuits. 2. Analyze basic magnetic circuits and applications.	1. Use basic AC concepts and theorems to analyze AC circuits. 2. Analyze basic magnetic circuits and applications.

Reason for change	No change
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EET 112	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Math 112	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: EET 112	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction	

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term ☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Sanda Williams	Sanda.williams@pcc.edu	03-31-2010
SAC Administrative Liaison	Email	Date
Steinmetz, Dieterich V	dsteinme@pcc.edu	04-01-2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. 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. 	<ol style="list-style-type: none"> 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
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EET 122 and CS 133U	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: EET 122 and CS 133U	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- 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

Department	EET	Submitter name	Sanda Williams
		Phone	503-977-4527
		Email	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

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.	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 covered.
Reason for change	Students need an introduction to motors to better understand the topics. Students need EET 113 as a prereq/concurrent.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Service wind turbines mechanical systems Assist engineers with the design of wind turbines 	<ul style="list-style-type: none"> Service wind turbines mechanical systems Assist engineers with the design of wind turbines

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 & number: WR 121

x☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: Math 95

☐ Prerequisite

☐ Corequisite

x☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

x☐ Placement in WR 115

prefix & number: EET 113

☐ Prerequisite

☐ Corequisite

x☐ 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](#).

☐ yes

x☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sanda Williams	Sanda.williams@pcc.edu	04-20-2010
SAC Administrative Liaison	Email	Date
Steinmetz, Dieterich V	dsteinme@pcc.edu	04-20-2010

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	EET	Submitter name, phone, and email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu
Course prefix and number	EET 122	Course title	Digital 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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT 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)	Total weekly contact hours	6 hours/week (3h lecture and 3 h lab)
Total credits	3	Total credits	4
Reason for change:	To better align the digital systems sequence		

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website
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IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	No need to check.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	EET	Submitter name, phone, and email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu
Course prefix and number	EET 123	Course title	Digital Systems III

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture 40		Lecture 30	
Lab 30		Lab 30	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	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:	To better align the digital systems sequence		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	No need to check.
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department:	EET	Submitter name phone and email	Sanda Williams Sanda.williams@pcc.edu 503-977-4527												
Prefix and Course Number:	EET 27G	Credits:	3												
Course Title: (60 characters max)	Motors and Generators	Transcript Title (30 characters max)	Motors and Generators												
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? Until passed	Contact hours: Lecture: 2 Lec/lab: Lab: 3												
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:												
<p>GRADE OPTIONS: Check as many or as few options as you'd like</p> <p>Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Check all that apply</th> <th>Default (Choose one)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A-F (letter grade)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Pass/No pass</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Audit in consultation with faculty</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>					Check all that apply	Default (Choose one)	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Check all that apply	Default (Choose one)													
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>													
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>													
Course or program fee: (Identify only fees which are independent of the standard lab fee)															
Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)															
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 prerequisite, corequisite and concurrent course(s)
 (double click on check box to activate dialog box)

course prefix & number: EET 221	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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](#).

Outcomes: (Use observable and measurable verbs)	<p>Operate AC and DC motors, generators, and control circuits.</p> <ol style="list-style-type: none"> 2. Measure the performance of AC and DC motors, generators, and control circuits. 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.
Course activities and design: (from CCOG)	Concepts and theories presented in class are demonstrated in the laboratory. Lab experiments are synchronized with the lectures.
Outcomes assessment strategies: (from CCOG)	Assessment methods may include midterm and final exams, homework, lab evaluations, and projects.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>DC motor applications, types, components, and theory of operation. Series, shunt, and compound motors. Speed, direction, and braking control.</p> <p>AC motor applications, types, components, and theory of operation. Single phase induction motors, split-phase motors, and three-phase motors. AC motor drives</p> <p>DC generators, applications, types, components, and theory of operation. AC generators, applications, types, components, and theory of operation.</p> <p>Control devices including switches, contactors, relays, and PLC's.</p>

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

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

Rationale for the new course.	Needed skill for EET and two of its options: Renewable Energy Systems and Mechatronics/Automation/Robotics	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Electronic Engineering Technology –AAS degree	# credit: 102
	EET: Renewable Energy Systems – AAS degree	105
	EET: Mechatronics/Automation/Robotics –	106

AAS degree		
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	NO.
Impact on other Programs and Departments	
Are there 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	I checked with the department chair of the Microelectronics Technology program and there are no disagreements.
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	NA

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sanda Williams	Sanda.williams@pcc.edu	04-26-2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	04-26-2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Matthew Constantino
		Phone	X7808
		Email	Matthew.constantino@pcc.edu
Current prefix and number	GEO 267	Proposed prefix and number	No change
Current course title	Application Topics in Geographic Information Systems	Proposed title (60 characters max)	No change
Reason for title change	N/A	Proposed transcript title (30 characters max)	No 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 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
Not available	<ul style="list-style-type: none"> • Use GIS systems to address spatial questions • Use GIS systems to design and complete comprehensive projects • Apply map principles and design techniques to project development and implementation • Communicate effectively in a professional setting specific to GIS analysis and project design

Reason for change	GEO 267 has not been taught for several years and due to the creation of the new 44 credit certificate in GIS, the SAC would like to update the outcomes for this course.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

☐ Placement into: .

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matthew Constantino	Matthew.Constantino	April 6, 2010
SAC Administrative Liaison	Email	Date
Karen Sanders	Ksanders@pcc.edu	April 6, 2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Composition and Literature	Submitter name Phone Email	Caroline Le Guin x8086 caroline.leguin@pcc.edu
Current prefix and number	WR122	Proposed prefix and number	
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
<p>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.</p>	<p>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.</p> <p>Students write 4000-7000 words of revised, final draft</p>

	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	<ol style="list-style-type: none"> 1. 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; 2. 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; 3. 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
<p>Intended Outcomes for the course</p> <p>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 evaluate.</p> <p>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:</p> <ul style="list-style-type: none"> * 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 	<p>Upon completion of WR122 with a "C" or higher, students will be able to:</p> <ol style="list-style-type: none"> 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 3. 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 5. 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 problem-solving 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 outcomes are more conceptual.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes <input type="checkbox"/> no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term		

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	4/27/2010
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	4/27/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 101	Proposed prefix and number	AM 111
Current course title:	Engine Repair I	Proposed title: (60 characters max)	Engine Repair
Reason for title change		Proposed transcript title: (30 characters 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 description change:	Better reflection of course content
--------------------------------	-------------------------------------

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information			
Department:	Automotive Service Technology	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 Systems 1	Proposed title: (60 characters max)	Electrical Systems I
Reason for title change		Proposed transcript title	Electrical Systems I
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
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			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Winter 2011
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information			
Department:	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
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for description change:			

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Winter 2011
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College
Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan X8142
		Phone	samorgan@pcc.edu
		Email	
Current prefix and number	AM 104	Proposed prefix and number	AM 141
Current course title:	Steering & Suspension Sys I	Proposed title: (60 characters max)	Undercar Systems II
Reason for title change		Proposed transcript title: (30 characters max)	Undercar Systems II

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

Current Description	Proposed Description

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

Current learning outcomes	New learning outcomes

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

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

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

SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	NO

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to

curriculum@pcc.edu

Section #1 General Information			
Department:	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 characters max)	Undercar Systems I
Reason for title change		Proposed transcript title: (30 characters max)	Undercar Systems I
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			
Yes No	NO		
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
Yes No	NO		
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	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
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for description change:	<div style="text-align: right;">course revision 1</div>		

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

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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Winter 2011
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 107	Proposed prefix and number	AM 131
Current course title:	Manual Drive Train & Axles	Proposed title: (60 characters max)	Drive Train Systems I
Reason for title change		Proposed transcript title: (30 characters max)	Drive Train Systems I
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	

Reason for description change:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	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
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for description change:			

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

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

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information			
Department:	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 characters max)	Engine Performance II
Reason for title change		Proposed transcript title:	Engine Performance II
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for change:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Winter 2011
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan X8142
		Phone	samorgan@pcc.edu
		Email	
Current prefix and number	AM 115	Proposed prefix and number	AM 142
Current course title:	Brake Systems II	Proposed title:	Undercar Systems III
Reason for title change		Proposed transcript title:	Undercar Systems III
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
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			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	NO

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information			
Department:	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 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: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Winter 2011
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 122	Proposed prefix and number	AM 163
Current course title:	Electrical III	Proposed title: (60 characters max)	Electrical Systems III
Reason for title change		Proposed transcript title:	Electrical 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 change:	<div>course revision 1</div>		

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Automotive Service Technology	Submitter name Phone Email	Scott Morgan X8142 samorgan@pcc.edu
Current prefix and number	AM 123	Proposed prefix and number	AM 183
Current course title:	Engine Performance III	Proposed title: (60 characters max)	Engine Performance III
Reason for title change		Proposed transcript title:	Engine Performance 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 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: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?				
Please provide details, who was contacted and the resolution.				
Yes				
No				

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

Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to

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Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	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 characters max)	Drive Train Systems II
Reason for title change		Proposed transcript title: (30 characters 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 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: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	NO
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 133	Proposed prefix and number	AM 201
Current course title:	Engine Performance IV	Proposed title: (60 characters max)	Auto Shop Lab I
Reason for title change		Proposed transcript title: (30 characters max)	Auto Shop Lab I

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

Current Description	Proposed Description
Reason for 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: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department:	Automotive Service Technology	Submitter name	Scott Morgan
		Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 143	Proposed prefix and number	AM 202
Current course title:	Engine Performance V	Proposed title:	Auto Shop Lab II
Reason for title change		Proposed transcript title:	Auto Shop Lab 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 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: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACS or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?			
Please provide details, who was contacted and the resolution.			

Yes	NO
No	

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

Please provide details, who was contacted and the resolution.

Yes	NO
No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - Winter 2011
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	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 characters max)	Auto Shop Lab III
Reason for title change		Proposed transcript title: (30 characters 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			
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			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>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?</p>			
Please provide details, who was contacted and the resolution.			
Yes No	NO		
<p>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?</p>			

Please provide details, who was contacted and the resolution.		
Yes No	NO	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term - 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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Computer Applications/Office Systems	Submitter name	Barb Kaufman
		Phone	503.977.4399
		Email	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

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

meetings, legal requirements, insurance issues, and negotiating contracts. Recommended: OS 250.	OS 250 or instructor permission. Recommended: CAS 111D
Reason for change	This change is necessary to better reflect the course content that is being taught and to aid students in identifying the necessary skills or classes required/recommended prior to taking this 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	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: OS 250	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

comprehensive [related instruction website](#) to for information and guidance.

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

Implementation term
☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Barb Kaufman	bkaufman@pcc.edu 5/11/2010	
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu 5/11/2010	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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

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
Study Managerial Accounting. Covers cost/volume relationships, manufacturing costs, cost decisions, management planning, budgeting, and responsibility accounting. Prerequisites: BA 211, Principles of Accounting I.	Covers Managerial Accounting including cost/volume relationships, manufacturing costs, cost decisions, management planning, budgeting, and responsibility accounting. Prerequisites: BA 211, Principles of Accounting I.

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

Current learning outcomes	New learning outcomes
<p>Demonstrate an understanding of basic Managerial Accounting concepts.</p> <p>Apply basic managerial accounting to business transactions and activities.</p> <p>Communicate effectively using standard business and accounting terminology.</p>	<p>*Incorporate and use basic Managerial Accounting concepts in a business environment.</p> <p>*Apply basic managerial accounting to business transactions and activities.</p> <p>*Communicate effectively using standard business and accounting terminology.</p>

Reason for change

Course credits is changed from 3 to 4 due to the following:

1. Increase direct instruction which helps students to deepen and solidify their 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: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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 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 ☒ 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
Jeff Edwards	jedwards@pcc.edu	05/14/2010
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	05/14/2010

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Business Administration	Submitter name, phone, and email	Usha Ramanujam X 7507 usha.ramanujam@pcc.edu
Course prefix and number	BA 213	Course title	Principles of Accounting III

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

CURRENT CONTACT 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 hours	3	Total weekly contact hours	4
Total credits	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.

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term

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

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department: Business Administration		Submitter name Phone Email	Usha Ramanujam X 7507 Usha.ramanujam@pcc.edu
Course Prefix and Number:	BA Ā Ī assigned)	# Credits:	4
Course Title: 60 characters max	Business Practices and Contemporary Social Issues	Transcript Title (30 characters max)	Bus. Practices and Cont. Issues
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 40 Lec/lab (# of hours): 0 Lab (# of hours): 0
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	x	
Audit in consultation with faculty	x	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Overview of contemporary socio-economic models and best practices within the business environment with a focus on global, domestic and internal business concerns. Individual and corporate decision-making will be examined in a rational, pragmatic, responsible and decisive manner.		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

☐ Placement into:

☐ Placement into:

course prefix & number: BA 101

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

1. Use an understanding of contemporary ethical standards in relation to corporate social responsibility and the triple bottom line to make effective on-the-job sound ethical decisions.
2. Use the stakeholder model in ethical situations for approaching ethical issues in the workplace.
3. Work within the codes of conduct and statements of values found in a professional and/or business setting.
4. Recognize the ethical demands of supervision and/or management in the business environment.
5. Develop analytical thinking and writing skills and apply effectively in the workplace.

Course
activities and
design:
(from CCOG)

Outcomes
assessment
strategies:

At the beginning of the course, the instructor will detail methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools: Examinations, quizzes, homework assignments, journaling, interview, case studies, oral presentations (individual or group), small group problem solving of questions arising from application of course concepts and concerns to actual experience.

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>COURSE CONTENT (Themes, Concepts, Issues and Skills)</p> <p>Themes, Concepts, and Issues:</p> <ul style="list-style-type: none"> 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 G. Codes of Business Ethics and/or conduct <p>Competencies and Skills:</p> <ul style="list-style-type: none"> 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.
<p>Reason for the new course</p>	<p>‘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.</p> <p>*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.</p>

Section #2 Transferability

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

1. Is there an equivalent lower division course at the University?

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS(Accounting) #	credits:92 credits
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	AAS (Accounting) currently requires PHL 202 Introduction to Philosophy: Elementary Ethics OR PHL 209 Business Ethics. This course will be added as a 3 rd option.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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	

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
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 with the pdf file to Curriculum – DC – 4 th 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.):	<p>Utilizing Direct instruction in DT 101 and DT 204 students will participate in:</p> <p>Demo ratios for mixing phosphate investment for high temperature alloys and refractory casts</p> <p>Demo techniques of mixing different phosphate investments</p> <p>Students pour refractory models in phosphate investment</p> <p>Students invest various ceramic framework wax patterns</p> <p>Demonstrate ratios of wax pattern to casting alloy materials</p> <p>Demo techniques of weighing patterns and estimating noble casting alloy requirements</p> <p>Instructor query of students</p> <p>Students cast ceramometal frameworks using the required proportion of wax to noble metal</p> <p>Demo measurements, metal thickness, and porcelain tolerances, in design of ceramometal framework</p> <p>Demo ceramometal framework design and construction</p> <p>Students design ceramometal frameworks, using proper measurements, metal thickness, and porcelain tolerances</p> <p>Demonstrate ratios of build-up porcelain veneers to create illusion of natural tooth coloration and translucency</p> <p>Demo techniques of veneering porcelain to create illusion of natural tooth coloration and translucency</p> <p>Instructor query of students</p> <p>Students build-up crowns using natural tooth blend ratios</p>
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	21
Content (Activities, Skills, Concepts, etc.):	<p>Utilizing Direct Instruction previously learned in DT 101 students will participate in:</p> <p>Student interaction during ceramometal framework wax pattern fabrication</p> <p>Interaction among students in general area during investment mixing and pouring</p> <p>Interaction among students in general area during weighing and casting procedures</p>

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.):	<p>Demo ratios for mixing different gypsum materials for ortho models</p> <p>Demo techniques of measuring angles and trimming models to ortho study model specifications</p> <p>Students pour models in gypsum and trim models to ortho study model specifications</p> <p>Demo measuring models for various ortho appliances</p> <p>Demo techniques of applying measurements to wire cutting and bending for various ortho techniques</p> <p>Students construct ortho appliances using proper ratios & measurements to place & form wires for tooth movement</p> <p>Demonstrate mixing of different ratios of phosphate investment for refractory models and investing RPD wax patterns</p> <p>Demo techniques of mixing investment for refractory models and investing RPD wax patterns</p> <p>Instructor query of students</p> <p>Students mix and pour phosphate investment for refractory models and investing RPD wax patterns</p> <p>Demonstrate ratios of wax pattern to casting alloy materials</p> <p>Demo techniques of weighing wax patterns and estimating RPD alloy required</p> <p>Instructor query of students</p> <p>Students cast RPD frameworks</p> <p>Demo measurements, radii, angles, and metal thickness of RPD framework</p> <p>Demo RPD finishing</p> <p>Students finish RPD frameworks, using proper radii, angles and metal thickness</p> <p>Student measuring of angles (degrees) and mm (metric) during tooth set up, denture wax-up process on RPD</p> <p>Measuring required during processing and finishing of a partial denture setup</p> <p>Demonstration and following questions for partial denture wax up</p> <p>Demonstration and questions related to the final processing of a removable partial denture</p>

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

Curriculum Request Form
Related Instruction

Current Course Number:	DT 270
Current Course Title:	Crown and Bridge
Computation Hours:	1
Content (Activities, Skills, Concepts, etc.):	Describe investing wax patterns as an integral part of crown 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.):	
Contact Name:	Josette Beach
Contact Email:	jbeach@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	DT 253
Current Course Title:	Science of Dental Materials III
Computation Hours:	5
Content (Activities, Skills, Concepts, etc.):	Demo techniques of weighing noble alloy restorations using the Troy weight system Calculate weights of single and multiple unit restorations using standard lab procedures Prepare invoices and statements for accounting purposes
Communication Hours:	0
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	0
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Josette Beach
Contact Email:	jbeach@pcc.edu

Curriculum Request Form
Related Instruction

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

Curriculum Request Form
Related Instruction

Current Course Number:	DT 272
Current Course Title:	Dental Ceramics
Computation Hours:	2
Content (Activities, Skills, Concepts, etc.):	<p>Compare and demo various proportions of natural tooth shapes to basic facial shapes</p> <p>Demo various blends of natural tooth shades when compared to basic facial complexions</p> <p>Demo ratios of natural tooth enamel to dentin blends in basic tooth structure</p> <p>Discuss/demo techniques of mixing porcelain veneers to create illusions of natural tooth coloration and translucency</p> <p>Instructor query of students</p> <p>Student questions</p>
Communication Hours:	0
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	0
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Josette Beach
Contact Email:	jbeach@pcc.edu

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Trades 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)	

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
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	Covers the theory, construction, and application of transformers and of three phase and single phase AC motors. Includes the theory and application of Delta wound and Wye wound motors and transformers. Includes Power Factor in electrical circuits, motor nameplate data, reading schematics, and electrical safety standards especially for Arc Blast and Arc Flash prevention and protection.

Reason for change	Course 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 [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Use electromagnetic theory to 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.* <p>*required for Statewide Apprenticeship Degree</p>	<ul style="list-style-type: none"> • Use electromagnetic theory to discuss, explain, service, and repair AC motors and transformers using test equipment, as applied to subsequent courses and the workplace. • Properly apply current OSHA safety standards for the prevention of ARC Blast and ARC Flash using correct Personal Protective Equipment. • Solve electrical equations using trades specific mathematical formulas.* • Draw and interpret industrial blueprints and schematics.* • Demonstrate safe working conditions in accordance with state and federal regulations.* <p>*required for Statewide Apprenticeship Degree</p>

Reason for change	Added Course Content for change from three to four credits
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

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

prefix & number: APR 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term 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	Email	Date
Kate Dins	kdins@pcc.edu	May 13, 2010

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Trades and Industry	Submitter name, phone, and email	Richard Willebrand
Course prefix and number	APR 103	Course title	LME: AC Motors and Transformers

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED 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:	To comply with Oregon Bureau of Labor and Industry requirement for Apprenticeship classroom hours		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term Spring Term, 2011	

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Trades and Industry	Submitter name	Richard Willebrand
		Phone	503-978-5653
		Email	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)	

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Use the general theories of both alternating current flow and direct current flow in conductors to discuss, explain, and apply the general principles of power distribution, transformers, motors, batteries, and solid state semiconductor devices as applied to subsequent courses and the workplace. • Demonstrate familiarity of industry terminology.* • Demonstrate safe working conditions in accordance with state and federal regulations.* • Use test equipment to make electrical measurements.* • Demonstrate appropriate use and care of trade specific agreement.* 	<ul style="list-style-type: none"> • Use the general theories of both alternating current flow and direct current flow in conductors to discuss, explain, and apply the electrical principles of power distribution, transformers, motors, batteries, and solid state semiconductor devices as applied to subsequent courses and the workplace. • Read, interpret, and apply schematic drawings to the repair and installation of electrical circuits and equipment. • Properly apply current OSHA standards for the prevention of ARC Blast and Arc Flash in the workplace using proper personal protective equipment. • Demonstrate familiarity of industry terminology.* • Demonstrate safe working conditions in accordance with state and federal regulations.* • Use test equipment to make electrical measurements.* • Demonstrate appropriate use and care of trade specific equipment.*

Reason
for
change

Added Course Content for the change of three to four 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 & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:		<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: APR 122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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	rwillibr@pcc.edu	May 13, 2010
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	May 13, 2010

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Trades and Industry	Submitter name, phone, and email	Richard Willebrand 503-978-565 rwillebr@pcc.edu
Course prefix and number	APR 123	Course title	AC/Theory/Motors/Transformers

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED 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:	To comply with Oregon Bureau of Labor and Industry requirements for Apprenticeship classroom hours		

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

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

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

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term Spring Term, 2011	

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information				
Department:	Trades and Industry	Submitter name phone and email	Richard Willebrand 503-978-5653 rwillebr@pcc.edu	
Prefix and Course Number:	APR 227	Credits:	3 Credits	
Course Title: (60 characters max)	NEC Review and Exam Preparation	Transcript Title (30 characters max)	NEC Review and Exam Prep	
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours:	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)				
Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)				
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 prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: Department Permission	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	
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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 course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Prepare for and take State of Oregon Electrical Licensing Examinations for persons who have been referred for examination by 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 design: (from CCOG)	<ul style="list-style-type: none"> • Organize the National Electrical Code Book and other code books 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 strategies: (from CCOG)	Assessment will be accomplished by applicable practice examinations.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> • Determine applicable code articles from applicable Code Books. • Determine organization of Code Books and articles • Practice electrical calculations related to the testing process.

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 existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes	

		<input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

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

Section # 4 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

☐ course number☐ titlex☒ description☐ prerequisites and co-requisitesx☐ outcomes[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Management/Supervisory Development	Submitter name	Joe Wright x2955 jwright@pcc.edu
		Phone	
		Email	
Current prefix and number	MSD 200	Proposed prefix and number	
Current course title	Organizations and Social Responsibility	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
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.	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 content.

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

Current learning outcomes		New learning outcomes	
<ul style="list-style-type: none">▪ 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.		<ul style="list-style-type: none">▪ 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			

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

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

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

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

Curriculum Request Form
Related Instruction

Current Course Number: MA 123

Current Course Title: MEDICAL OFFICE CLINICAL PROCEDURES

Computation Hours: 21

Content (Activities, Skills, Concepts, etc.): **Ghi XYbhiWUW`UHY`VcXmiHya dYfUhi fY`VcH`a Ubi U`miUbX`Y`YWfcbjWU`mi**

Ghi XYbhiWUW`UHY`VcXmig]nYfU]cg`cZbYk Vcfb`]b`Wcbf bW]cb`k`jH`H`Y`bcfa U`ghUbXUfXg`UbX`H`Yb`[fUd\`H`cgYfYgi`hg`

Ghi XYbhiWUW`UHY`k\`jW`g]nY`V`ccX`dfYggi fY`W`ZZhc`i`h`]nY`]b`fY`[UfXg`hc`dU]Yb]g`g]nY`

Ghi XYb]g`WUW`UHY`H`Y`Ub`[`Y`cZH`Y`bYYX`Y`]b`U`dUfYbH`]b`YW]cb`hc`a`U`Y`gi`fY`H`YmiUfY`Yb]f]b`[`]b]hc`H`Y`Wc`ffYWH`Uhyf`cZH`Y`VcXmi`

Ghi XYb]g`WUW`UHY`UbX`Yj`Ui`UHY`a`a`i`b]nU]cb`fYWc`fXg`hc`gYY`k\`Yb`dU]Yb]g`UfY`Xi`Y`Zcf`Zc`ck`i`d`j`UW]bYg`

Ghi XYb]g`Yj`Ui`UHY`WUfX]UW]W]WYg`UbX`fY`UHY`H`Ya`hc`bcfa`U`\`Y]`\`hg`UbX`Yb`[`H`g`cZH`Y`EFG`k`Uj`Yg`cb`Ub`Y`YWfcbWUfX]c`[fUd\`

Ghi XYb]g`WUW`UHY`H`Y`Hya`dYfUhi`fY`bYYXYX`Zcf`X]ZZfYb]hmdYg`cZgi`fZUW]g`H`Uhk`j`VY`Ui`hcWUj`YX`UbX`H`Yb`]bdi`hi`H`Uhi]bZ`fa`U]cb`]b]hc`H`Y`Wc`a`di`hYf#U`hcWUj`Y`

Ghi XYb]g`WUW`UHY`fYUX]b`[`X]ZZfYb]h]g]nYg`cZ\`ndcXYfa`jWgnf]b`[`Yg`Z`ca`]bgi`]b`gnf]b`[`Yg`hc`*`\$VW]gnf]b`[`Yg`_____

Contact Name: Jin Kim

Contact Email: jin.kim2@pcc.edu

Related Instruction for MA 124 – Med Office Clinical Procedures Lab

Computation Hours: 25

- Content: 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 patients 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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Medical Assisting	Submitter name, phone, and email	Jin Kim 503-978-5664 jin.kim2@pcc.edu
Course prefix and number	MA 117	Course title	Medical Office Administrative Procedures
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			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture 4		Lecture 3	
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	12	Total weekly contact hours	9
Total credits	4	Total credits	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.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website		
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?			

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please explain	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.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Spring 2011

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

☒ course number☒ title☐ description☐ prerequisites and co-requisites☒ outcomes[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Medical Assisting	Submitter name	Jin Kim
		Phone	503-978-5664
		Email	jin.kim2@pcc.edu
Current prefix and number	MA 125	Proposed prefix and number	MA 270
Current course title	Administrative Directed Practice	Proposed title (60 characters max)	Administrative Practicum
Reason for title change	Clarify "directed practice"- not clear enough	Proposed transcript title (30 characters max)	Administrative Practicum

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

Current Description	Proposed Description
Reason for change	

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

outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes			
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 approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
<input type="checkbox"/> Placement into: .					
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent					
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
<input type="checkbox"/> Placement into: .					
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	

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

Please provide details, who was contacted and the resolution.

Yes	No
No	

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

Please provide details, who was contacted and the resolution.

Yes	no
No	

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu	5/23/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 5/23/10	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Medical Assisting	Submitter name, phone, and email	Jin Kim 503-978-5664 jin.kim2@pcc.edu
Course prefix and number	MA 125	Course title	Administrative Directed Practice

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

CURRENT CONTACT 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:			

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.

X Yes <input type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
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IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

X Yes <input type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website
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IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please explain	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.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Spring 2011 if possible but ultimately Fall 2011

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

☒ course number☒ title☐ description☐ prerequisites and co-requisites☒ outcomes[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Medical Assisting	Submitter name	Jin Kim
		Phone	503-978-5664
		Email	jin.kim2@pcc.edu
Current prefix and number	MA 133	Proposed prefix and number	MA 271
Current course title	Clinical Directed Practice	Proposed title (60 characters max)	Clinical Practicum
Reason for title change	Clarify "Directed Practice" – not clear enough	Proposed transcript title (30 characters max)	Clinical Practicum

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

Current Description	Proposed Description
Reason for change	

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

outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes		
Don't currently have any		MEDICAL ASSISTING OUTCOMES: <ol style="list-style-type: none"> 1. Identify, administer and document medications based on usage outcomes, side effects and according to the principles of the 6 rights. 2. Collect, process, and test diagnostic specimens and document follow-up on results. 3. Apply current up-to-date quality control and safety principles in the workplace. 4. Skillfully perform and document routine clinical procedures according to office protocol. 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 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 prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placement into: .				
prefix & number:	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	

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

content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	no

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu 5/23/10	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 5/23/10	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Medical Assisting	Submitter name, phone, and email	Jin Kim 503-978-5664 jin.kim2@pcc.edu
Course prefix and number	MA 133	Course title	Clinical Directed Practice
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			
CURRENT CONTACT 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:			
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website		
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as			

a prerequisite?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please explain	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.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe	
Implementation term		<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term – Winter 2011 if possible but ultimately Spring 2011

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department:	Medical Assisting	Submitter name phone and email	Jin Kim
Prefix and Course Number:	MA 120	Credits:	1
Course Title: (60 characters max)	Introduction to Clinical Phlebotomy	Transcript Title (30 characters max)	Intro to Clinical Phlebotomy
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: Lec/lab: 2 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)			
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 prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

description:

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

Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Use effective communication that represents competence and professionalism in the laboratory setting 2. Abide HIPAA laws and its implications in the laboratory setting; 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)	
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Students will be given lecture quizzes and exams. There is also a scheduled final examination. 2. Laboratory Assessment – Students will be evaluated on an on-going basis 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.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> 1. Articulate and demonstrate the phlebotomist's role in the overall healthcare delivery system. 2. Demonstrate awareness of the governmental laws and guidelines regulating the laboratories, including quality assurance and safety. 3. To perform the various blood collection techniques under the direction of 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.

Rationale for the new course.	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
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tests.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Medical Assisting Certificate	# credit: 43
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain) I'd like to see this class start out on campus and possibly lead to a hybrid format.
Transferability: Will this course transfer to another academic institution? Identify	Probably not.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or	n/a

agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	n/a
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu 5/7/10	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 5/7/10	

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- 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 curriculum@pcc.edu

Section #1 General Information

Department	Health Education	Submitter name	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
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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
Recognize, prepare for and administer CPR in emergency situations. Demonstrate working knowledge of AED technology.	Recognize, prepare for and administer CPR in emergency situations. Demonstrate working knowledge of AED and BVM technology. Apply bloodborne pathogen training information in emergency situations.

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

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

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

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

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
x☒ No

Implementation term ☐ Next available term after approval
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	05/12/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Health	Submitter name Phone Email	Susanne Christopher, 7082 schristo@pcc.edu
Current prefix and number	HE 252	Proposed prefix and number	
Current course title	First Aid- Basics and Beyond	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
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.

Reason 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
<ul style="list-style-type: none"> Recognize, prepare for and administer first aid in sudden illness and emergency situations Demonstrate working knowledge of AED technology Analyze and triage care in a remote setting 	<ul style="list-style-type: none"> Analyze an emergency situation and apply appropriate first aid or cardiac care in sudden illness and emergency situations as a citizen responder in the home, work, or community environment for infant, child, or adult patient. Differentiate first aid care required in remote and wilderness settings from care provided in settings where qualified medical personnel are readily available.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department: Health		Submitter name Phone Email	Susanne Christopher, ext 7082
Course Prefix and Number:	HE 113	# Credits:	1
Course Title: 60 characters max	First Aid and Professional CPR	Transcript Title (30 characters max)	
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 10 Lec/lab (# of hours): Lab (# of 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 that apply	Default (Choose one)	
A-F (letter grade)	X	<input type="checkbox"/>	
Pass/No pass	X	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Learn and apply basic first aid knowledge in the home, work, and community environment. Gain knowledge and skills to perform Professional CPR for adults/children/infants.		
Begin the course description with an active verb. Include recommendations in the description.			

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

pcc.edu/curriculum				
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to Course Description:	This course covers citizen level first aid knowledge and skills to provide first aid care to persons injured in an accident or stricken by sudden illness in an environment where help is immediately available. In addition, Professional CPR level information and skill sets are presented. Upon successful completion of this course, students may apply for an American Red Cross First Aid card and American Red Cross Professional CPR Card			
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)	Recognize and apply appropriate citizen-level, basic first aid or cardiac care in sudden illness and emergency situations in the home, work, or community environment for infant, child, or adult 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 emergencies 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, child, and infant Differentiate cardiac care scenarios and determine best care plan Demonstrate Professional CPR skills			

Reason for the new course	Requested by Medical Assistant and Ophthalmic Medical Technology CTE programs to fulfill professional certification requirements
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Section #2 Transferability

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

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

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	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.	
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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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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.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term

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

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

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 ☐ Next available term after approval
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	4-28-2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz or John Saito	dsteinme@pcc.edu or john.saito15@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Radiography	Submitter name	Virginia Vanderford
		Phone	4907
		Email	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. Teaches skills that are required to function in the clinical area as a CT technologist,	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 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.	RAD 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.

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

Current learning outcomes	New learning outcomes

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
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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 term ☐ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu 5-4-10	
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu 5-4-10	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Speech Communication/Communication Studies	Submitter name Phone Email	Patricia Semura & Doris Werkman 503.978.5214 & 503.977.5854 psemura@pcc.edu
Current prefix and number	SP 140	Proposed prefix and number	
Current course title	Intro to Intercultural Comm	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
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
<ul style="list-style-type: none"> Continue to use an understanding of diversity and cultural factors in communication in order to conceptualize and empathize with diverse viewpoints and philosophies Manage one's own cultural filters in order to more effectively communicate with others. 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 	<ul style="list-style-type: none"> Continue to explore how culturally-based assumptions influence communicative behaviors, perceptions, and attitudes Continue to examine historical-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors and issues Continue to critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs Continue to analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication. Continue to explore intercultural communication in terms of power relationships

Reason for change	To refine previous outcomes and to reflect that knowledge of communication in terms of power relationships and how social institutions perpetuate systems of privilege and discrimination have also been essential to the content of SP 140 .
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
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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 term ☐ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
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
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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."
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Course Outcomes:	<ul style="list-style-type: none"> • See course outcomes listed below in next section.
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List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Continue to explore how culturally-based assumptions influence communicative behaviors, perceptions, attitudes • Continue to examine historical-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues • Continue to critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs • Continue to analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication • Continue to explore intercultural communication in terms of power relationships
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Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	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.
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Patricia Semura & Doris Werkman	psemura@pcc.edu
SAC Chair	Name E-mail	Address
	Patricia Semura, Jorge Espinosa	psemura@pcc.edu , 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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department:	Microelectronics	Submitter name phone and email	Dorina Cornea-Hasegan dcorneah@pcc.edu , 7626
Prefix and Course Number:	MT 180	Credits:	1
Course Title: (60 characters max)	High Tech Employment Strategies	Transcript Title (30 characters max)	High Tech Employment Strategies
Can this class be repeated?	X Yes <input type="checkbox"/> No	How many times? As needed.	Contact hours: Lecture: 10 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes X No	Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>
Pass/No pass	X	X
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)	none	

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

Covers strategies for: researching, preparing for, and acquiring a job in the MT associated industries of solar, microelectronics and automated manufacturing.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

X Standard Prerequisites – instructor approval

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:		
course prefix & number: MT 101, 102, 103 or 104.	<input type="checkbox"/> Prerequisite	X Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course	Students taking this course must be enrolled in either the COC or AAS Solar and/or MT programs.		

description:

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

Outcomes: (Use observable and measurable verbs)

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 assessed 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)

1. 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.
2. Guest speakers from 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.

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?		<input type="checkbox"/> No
Name of certificate(s):	Solar Voltaic Manufacturing Technology-COC	# credit: 13
Name of degree(s):	1. Solar Voltaic Manufacturing Technology-AAS 2. Microelectronics Technology AAS 3. Automated Manufacturing Technology AAS	# credit: 99 # credits: 102 # credits: 95
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this 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 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 impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Shelton Fu	sfu@pcc.edu	04/20/2010
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	04/20/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

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

aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit. Recommended: ART 291 or ART 293.	or ART 293.
Reason for change	After review and discussion by the District Sculpture faculty we would like to update the course description to better reflect the course curriculum. This change will help students to have more accurate expectations of what this course offers.

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction	

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☐ No

Implementation term ☐ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu 4/28/10	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu 4/28/10	

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department: CJA		Submitter: Jim Parks	
Prefix and Course Number:	CJA 231	Submitter Phone and Email:	503-978-5236 jparks@pcc.edu
Course Title: (60 characters max)	Crime Scene Photography	Credits: 3	
Transcript Title (30 characters max)	Crime Scene Photography	Contact hours:	Lecture: 3 Lec/lab: 0 Lab: 0
Grading option. Check all that apply	X A-F X P-NP X Audit with faculty consultation	Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times? N/A
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title: N/A
Course or program fee: (Identify only fees which are independent of the standard lab fee)		N/A N/A	
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 description with an active verb. Include course recommendations in the description.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: CJA 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Covers basic settings and operations of a typical digital SLR camera and video camera. Then proceeds to advanced camera techniques and procedures to detect and photographically document a crime scene.		

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

family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Photograph crime scenes with an understanding of digital and video imaging technology and evidentiary issues • Document crime scenes using cameras in a manner that will withstand courtroom scrutiny • Properly document and store photographic evidence
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Class lecture and demonstration • Films and videos • Proper Lighting • Mock crime scene photography • Computer assisted photography documentation
Outcomes assessment strategies: (from CCOG)	Outcome assessment may include the following: examinations, quizzes, class participation, assignments and projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> • Operation of digital and video cameras • Proper lighting • General crime scene and evidence photography • Bloodstain photography • Fingerprint photography • Photographing night scenes • Court testimony regarding photographic evidence

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

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

Rationale for the new course.	Part of 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 an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	N/A	# credit:
Name of degree(s):	AAS in Criminal Justice	# credit: 95
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):	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(s), i.e. requirement or elective:		
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

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

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

SAC Chair	Email	Date
Jim Parks	jparks@pcc.edu 5/11/2010	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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.

movement. Recommend: Admittance to Fitness Technology Program.	
Reason for change	Took out the class title at the start of the description and updated the "Recommend:" 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	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: Add after prereq's: " , and current Fitness Technology student or instructor approval. "			
prefix & number: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term ☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Janeen Hull
		Phone	X 4042
		Email	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 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
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.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes

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

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	FT 104	Proposed prefix and number	
Current course title	Fitness Assessment/Program I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p>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</p>			
Current Description		Proposed Description	
<p>Fitness Assessment & Programming I Introduces fitness testing for apparently healthy populations. Covers cardiovascular fitness, muscular strength and endurance, flexibility, nutrition, and body composition in both individual and group assessments. Prerequisites: HPE 295 and FT 101.</p>		<p>Introduces fitness testing for apparently healthy populations. Covers cardiovascular fitness, muscular strength and endurance, flexibility, and body composition in both individual and group assessments. Prerequisites: HPE 295 and FT 131.</p>	
Reason for change	<p>Took out the class title at the start of the description and "nutrition" which is not covered in this course. Updated prerequisites statement.</p>		

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Develop, demonstrate and implement appropriate fitness assessments for the healthy population Interpret assessment results. Apply results upon implementation of personal fitness program. Demonstrate knowledge and skills to pass ACSM Health/Fitness Instructor Certification or equivalent 	<ul style="list-style-type: none"> A. Develop, demonstrate, and implement appropriate fitness assessments for the healthy population. B. Interpret fitness assessment results accurately for varied healthy adult populations. C. Demonstrate knowledge and skills to pass ACSM Certified Personal Trainer Certification or equivalent.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: HPE 295	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: HPE 295	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
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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 term
☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Janeen Hull
		Phone	X 4042
		Email	Jan.hull@pcc.edu
Current prefix and number	FT 105	Proposed prefix and number	
Current course title	Fitness Assessment/Program 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
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.	Introduces individual and group exercise plan development and progression for cardiorespiratory, muscular strength/endurance, flexibility/balance, body composition and fitness/sport performance. Prerequisite: FT 104.

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
<ul style="list-style-type: none"> ▪ Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM and other nationally recognized guidelines. ▪ Analyze data and information from a variety of health and fitness sources to determine relevant and valid applications for the healthy population. ▪ Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively. 	<ul style="list-style-type: none"> ▪ Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM guidelines. ▪ 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. ▪ Demonstrate knowledge and skills necessary to pass ACSM CPT and HFS Certifications.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 104	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CAS 133	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 104	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Janeen Hull
		Phone	X 4042
		Email	Jan.hull@pcc.edu
Current prefix and number	FT 105	Proposed prefix and number	
Current course title	Fitness Assessment/Program 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
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.	Introduces individual and group exercise plan development and progression for cardiorespiratory, muscular strength/endurance, flexibility/balance, body composition and fitness/sport performance. Prerequisite: FT 104.

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
<ul style="list-style-type: none"> ▪ Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM and other nationally recognized guidelines. ▪ Analyze data and information from a variety of health and fitness sources to determine relevant and valid applications for the healthy population. ▪ Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively. 	<ul style="list-style-type: none"> ▪ Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM guidelines. ▪ 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. ▪ Demonstrate knowledge and skills necessary to pass ACSM CPT and HFS Certifications.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 104	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CAS 133	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 104	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Janeen Hull
		Phone	X 4042
		Email	Jan.hull@pcc.edu
Current prefix and number	FT 106	Proposed prefix and number	
Current course title	Analysis of Movement	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
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.	Study and analyze human anatomy and its relation to posture and movement - specifically as it applies to physical fitness and sport. Use knowledge to design safe & effective exercise programs. Prerequisite: FT 131.

Reason for change	Provides 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	
<ul style="list-style-type: none"> Develop and interpret basic terms, vocabulary, and bio-mechanical concepts within Kinesiology. Demonstrate interpretation of the synergistic relationship between the appendicular and axial skeletons, skeletal muscle, and joints. Develop, demonstrate, and implement appropriate and effective fitness programs for a diverse population. Acquire sufficient knowledge to pass the kinesiology section of the ACSM Health/Fitness Instructor Certification or equivalent. 		<ul style="list-style-type: none"> Develop and interpret basic terms, vocabulary, and biomechanical concepts within Kinesiology. Demonstrate understanding of the synergistic relationship between the appendicular and axial skeletal systems, joints and muscles. Analyze exercises or sports/fitness activities to determine the joint movements and the types of contractions occurring in the specific muscles involved in those movements. Identify specific muscles and muscle groups and describe exercises for strengthening and developing those muscles. Demonstrate knowledge and skills necessary to pass the kinesiology section of the ACSM CPT & HFS Certifications. 	
Reason for change	Overdue update needed to reflect name change of the ACSM certification (HFS was HFI). The ACSM changes were made to the Certificate & Degree outcomes last year and this course was not updated at that time (oversight).		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	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			
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.		Surveys the basic concepts, scientific principles, and research on the physiological responses and adaptations to exercise. Prerequisite: FT 131.	
Reason for change	This is the description for another class (FT 106). It has been a "typo" for many years that has never been fixed.		

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Analyze data and information from a variety of health and fitness sources to determine relevant and valid applications for healthy populations. Use basic terms, concepts, and facts to gain additional or more complex knowledge in related areas of Exercise Science. Apply concepts and skills from a variety of disciplines in order to solve problems or adapt to new situations effectively and creatively in the field of Exercise Science. Acquire sufficient knowledge and skill to pass ACSM Health/Fitness Instructor Certification or equivalent. 	<ul style="list-style-type: none"> A. Analyze data and information about exercise 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 equivalent).

Reason for change

Outcomes revised slightly to better reflect the “out there” or beyond the course value for students.

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

Current prerequisites, corequisites and concurrent

☐ 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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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 course work.	
Reason for change	Added the Prerequisite statement at the end.

<p>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.</p>			
1. Interpret and apply the fundamental concepts of basic anatomy and physiology.		New learning outcomes	
1. Interpret and apply the fundamental concepts of basic anatomy and physiology. 2. Effectively communicate knowledge of basic anatomy and physiology. 3. Recognize the functional link between anatomy, physiology, kinesiology and exercise. 4. Prepare students for their future course work in the Fitness Technology Program.		A. Interpret and relay to others the fundamental concepts of basic anatomy and physiology. B. Identify 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.	
Reason for change	Outcomes revised slightly to better reflect the “out there” or beyond the course value for students.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: Add after prereq's: “, and current Fitness Technology student or instructor approval. ”			

prefix & number: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will help limit non-Fit Tech students using FT 131 as a prerequisite to FN 225 (keeping spaces open for FT students), but still allows AAS degree Fit Tech students to take FN 225 as required by the Fit Tech program.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	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)	

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
Third in sequence of Fitness Assessment and Programming. Covers advanced testing procedures, assessments for special populations, exercise programming for special populations, and exercise programming for group exercise. Prerequisites: FT 105; PE 281, 282B, 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 assessments 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 accurate & 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 style="list-style-type: none"> ▪ Develop, demonstrate and implement appropriate advanced assessments for the healthy population. ▪ Develop, demonstrate and implement appropriate assessments for special populations. ▪ Develop, demonstrate and implement appropriate fitness programs for special populations and for group exercise. ▪ Analyze data and information from a variety of health and fitness sources to determine relevant and valid applications for the healthy population. ▪ Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively. 	<ul style="list-style-type: none"> ▪ Develop, demonstrate and implement appropriate fitness assessments individuals/groups outside the apparently healthy population. ▪ Develop, demonstrate and implement appropriate assessments for special populations. ▪ Develop, demonstrate and implement appropriate fitness programs for special populations and for group exercise. ▪ Identify characteristics of safe and successful programs designed for special populations. ▪ Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively.

Reason for change	Better reflects what the students will be able to do "out there".		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 105; PE 281, 282B, and 282A or 287	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 105	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Moe O'Connor 977-4255 moconnor@pcc.edu
Course prefix and number	FT 201	Course title	Fitness and Assessment Programming III

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lab 3		Lab	
Lecture/Lab		Lecture/Lab 3	
Total weekly contact hours	3	Total weekly contact hours	6
Total credits	3	Total credits	3
Reason for change:	To reflect the current lec/lab hours needed to be taught to complete the content and curriculum which aligns with FT 104 and 105		

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
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IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

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

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	FT 202	Proposed prefix and number	
Current course title	Fitness and Aging	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	
Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: FT 107 and PE 282B.		Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: HPE 295 and FT 131, or instructor approval.	
Reason for change	Change in 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](#).

Current learning outcomes	New learning outcomes
1. Understand the trends and research in fitness and exercise on aging and youth populations. 2. Apply basic exercise physiology principles/concepts to the aging and youth populations. 3. Apply concepts and skills from a variety of disciplines to solve problems, adapt to new situations, and communicate knowledge effectively. 4. Acquire sufficient knowledge to pass the ACSM Health/Fitness Instructor Certification sections on youth and older adults.	A. Apply basic exercise physiology principles when working with an aging population. B. Analyze the trends and research in fitness and aging to make informed decisions regarding exercise testing and programming for older adults. C. Alter exercise programs and fitness testing protocols as needed for an older population. D. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults. E. Utilize knowledge and skills gained in the course to pass fitness instructor certification exams that have an emphasis on working with older adults.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 107	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: PE 282B	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: Add after prereq's: “, or instructor approval. ”			
prefix & number: HPE 295	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

comprehensive [related instruction website](#) to for information and guidance.

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	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)	
<p>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</p>			
Current Description		Proposed Description	
Develops skills to promote healthy and fit 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 standing in Fitness Tech Program or instructor permission.		Develop skills that enable student to promote healthy and fit lifestyles to both individuals and groups. In addition, the student will learn skills to promote oneself in the job market. Finally, the student will apply skills gained from a variety of fitness disciplines. Prerequisites: FT 280 or instructor approval.	

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

Current learning outcomes	New learning outcomes

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: 5th term standing in Fitness Tech Program			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: Add after FT 280 “or Instructor Approval.”			
prefix & number: FT 280	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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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 concepts from Exercise Science I. This course will introduce environmental conditions, advanced training adaptations, and clinical exercise physiology. Students will spend additional time in the lab setting learning metabolic and ECG stress testing. Prerequisites: FT 104 and FT 107, or instructor approval.

Reason 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.
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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
1. Utilize physiological concepts within exercise science to determine relevant and valid applications for both healthy & clinical populations 2. Apply basic terms, physiological concepts, and facts to gain additional or more complex knowledge in exercise science 3. Pass the exercise science section of the ACSM Certified Health/Fitness Specialist examination	A. Utilize physiological concepts within exercise science to determine relevant and valid applications for healthy, athletic, and clinical populations. B. Interpret basic physiological concepts and apply those to more complex concepts, situations, and clients in the field of Exercise Science. C. Apply knowledge and skill gained in the course when successfully completing an intermediate/advanced fitness instructor certification.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FT 107	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: Add after prereq's “, or instructor approval.”			
prefix & number: FT 107	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 104	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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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 term
☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	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		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.		Provides required practicum experiences for Fitness Technology majors. Requires third term standing, current First Aid and CPR/AED certifications, and instructor permission.	
Reason for change	Provide students with a more accurate and up to date course description and requirements for entry.		

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

Current learning outcomes	New learning outcomes

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

Current prerequisites, corequisites and concurrent

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

☒ Placement into: 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.

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

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

☒ Placement into: **“Required: 3rd term standing, first aid and CPR/AED certifications, and instructor permission”.**

prefix & number: see above text	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	PE	Submitter name	Janeen Hull
		Phone	X 4042
		Email	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	Proposed 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.	Beg Group Fitness will improve fitness, health, and overall wellness through structured group fitness classes. Students will gain knowledge and skills needed to perform safe and proper group fitness exercises. 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.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Improve physical conditioning. Develop skills for maintaining lifelong health and fitness. Experience the relationship of the mind, body, and spirit. Apply the principles, language, and techniques of aerobic conditioning. 	<ul style="list-style-type: none"> Improve overall physical conditioning through Beg Group Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility. Demonstrate skills needed to perform safe and effective group fitness exercises. Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.

Reason for change	Better reflects what the student will be able to do “out there”.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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
Janeen Hull	Jan.hull@pcc.edu 5/14/2010	
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu 5/14/2010	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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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 accurate and up to date course description.

<p>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.</p>			
Current learning outcomes		New learning outcomes	
<ul style="list-style-type: none"> Improve physical conditioning. Develop skills for maintaining lifelong health and fitness. Experience the relationship of the mind, body, and spirit. Apply the principles, language, and techniques of aerobic conditioning to improve and/or maintain a high level of physical fitness. 		<ul style="list-style-type: none"> 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. Demonstrate skills needed to perform intermediate/advanced group fitness exercises safely. Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program. 	
Reason for change	Better way to describe what the student will be able to do “out there”		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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
Janeen Hull	Jan.hull@pcc.edu	5/14/2010
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	5/14/2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	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	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
<ul style="list-style-type: none"> • Apply knowledge of weight training and resistance training • Design and implement weight training programs • Identify proper lifting technique 	<ul style="list-style-type: none"> • Demonstrate safe, effective lifting techniques for every major muscle group. • Demonstrate ability to understand and describe different strength training methods. • 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.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: PE 181A or PE 181B	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: add after FT 131 “or instructor approval” .			
prefix & number: PE 181A or PE 181B or PE 181C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 282A	Proposed prefix and number	
Current course title	Prof Activities: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.

Reason for change	Provide students with a more accurate and up to date course description. Update of corequisite and added "Required:" statement.
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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
1. Develop, demonstrate, and implement appropriate assessments for the healthy population. 2. Develop, demonstrate, and implement appropriate aerobic fitness programs for the healthy population. 3. Analyze data and information from a variety of health and fitness sources to determine relevant and valid application for the healthy population. 4. Use basic terms, concepts and facts to gain additional or more complex knowledge in related areas of health and fitness. 5. Demonstrate skills needed to pass ACE, ACSM Group Exercise Instructor Exams.	1. Develop, demonstrate, and implement appropriate assessments for the healthy population. 2. Develop, demonstrate, and implement appropriate group fitness programs for the healthy population. 3. Analyze data and information from a variety of health and fitness sources to determine relevant and valid application for the healthy population. 4. Apply basic terms, concepts and facts to gain additional or more complex knowledge in related areas of health and fitness. 5. Demonstrate skills needed to pass ACE or ACSM Group Exercise Instructor Exams.

Reason for change	Slight revision to change "aerobic" to "group" in outcome #2.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: PE 182A or PE 182B	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: Add after coreq: "or instructor permission." Add next: "Required: Current Fitness Technology student or instructor approval."			
prefix & number: PE 182 course	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	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

Current Description	Proposed Description
Professional Activities: Mind/Body Disciplines Explores, with faculty mentor, traditional and contemporary mind/body disciplines. Applies mind/body principles to fitness programming. Co-requisites: PE 182J, PE 182K, PE 182L or PE 182S.	Explores, with faculty mentor, traditional and contemporary Mind/Body Disciplines. Applies mind/body principles to fitness programming. Co-requisites: 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 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
<ul style="list-style-type: none"> • Apply mind/body principles to fitness programming • Develop and teach a routine in one of the traditional or contemporary mind/body disciplines 	<ul style="list-style-type: none"> • Explore employment opportunities for the Mind/Body Disciplines in the fitness industry. • Apply mind/body principles to fitness programming. • Identify quality instruction in the Mind/Body Disciplines in the fitness industry. • Develop and teach a routine in one of the traditional or contemporary Mind/Body Disciplines.

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: PE 182J, PE 182K, PE 182L or PE 182S.	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent

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

☒ Placement into: Add after coreq: “**or instructor permission.**” Add next: “**Required: Current Fitness Technology student or instructor approval.**”

prefix & number: PE 182J, PE 182K, PE 182L, PE 182S, PE182G, PE182P or PE182U	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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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 term
☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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 Activities-Aquatic	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
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.	Work with a faculty mentor to develop knowledge and skill in aquatics. Explore the use of swimming and water exercise to achieve total fitness. Corequisite: PE 180H, 180G, or equivalent. Required: Current Fitness Technology Student or instructor approval.

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

Current learning outcomes	New learning outcomes

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: PE 180H, PE 180G, or PE 180F	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: Add after coreq: "or equivalent." Add next: "Required: Current Fitness Technology student or instructor approval."			
prefix & number: PE 180H or 180G	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require

this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term ☒ Next available term after approval
☐ Specify term

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

Section # 2 Department Review

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		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
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.

methodology. Concurrent enrollment in a team sport physical education class.	
Reason for change	Remove course title in description. Added "Required:" statement.

<p>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.</p>			
Current learning outcomes		New learning outcomes	
1. Implement team sport practice session for healthy populations. 2. Perform skill related assessments for healthy populations. 3. Conduct skill related drills for healthy populations. 4. Use current data and information from a variety of health and fitness sources to determine valid applications. 5. Pass ACSM-CPT and NSCA-CPT National Certifications		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.	
Reason for change	Outcomes revised for updated curriculum that adds a coaching component.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: Team Sports course	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: Add: "Required: Current Fitness Technology student or instructor approval."			

prefix & number: PE 185 course	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department: PE		Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 182 G	# Credits:	1
Course Title: 60 characters max	Cardio Conditioning	Transcript Title (30 characters max)	Cardio Conditioning
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title
	<input checked="" type="checkbox"/> No	

Course fee: Identify only fees that are above and beyond the usual PCC fees	
--	--

Course Description: (field will expand as needed)	Cardio Conditioning will improve fitness, health, and overall wellness through both structured group fitness classes and individualized cardiorespiratory exercise. Students will gain knowledge and skills needed to perform safe and proper group and individual fitness exercises. The focus of the course and skills learned will vary by campus, term, and/or instructor. Students will participate in activities that promote and emphasize improved cardiorespiratory conditioning, as well as muscle strength and endurance, flexibility, and body composition.
--	---

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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.

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)

- Improve overall physical conditioning through participation in Cardio Conditioning, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Demonstrate skills needed to perform safe and effective group and individual fitness exercises.
- Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.

Course
activities and
design:
(from CCOG)

Outcomes
assessment
strategies:

- Pre/post fitness testing
- Individual fitness programs
- Active participation
- Demonstrations of proficiency
- Personal program records/portfolios
- Written assignments and/or exams

Course
Content:
Themes,
Concepts,
Issues and

- Practice safe and effective warm-ups and cool-downs
- Intensity monitoring via target heart rate, Rating of Perceived Exertion (RPE), and talk test methods
- Components of health-related physical fitness and their benefits for lifelong fitness

Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> Principles of exercise training Safety concepts for group and individual fitness exercises (exercises, environment, equipment, attire, progression) Personal fitness assessment Goal-setting for fitness Personal fitness program design Modification of exercises/activities for varying physical conditions and individual fitness level Equipment helpful in monitoring/performing cardiovascular activities.
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 Transferability

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

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

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

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

Section #3 Additional Information for new LDC courses

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

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department: PE		Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 182 i	# Credits:	1
Course Title: 60 characters max	Power Yoga	Transcript Title (30 characters max)	Power Yoga
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title
	<input checked="" type="checkbox"/> No	

Course fee: Identify only fees that are above and beyond the usual PCC fees	
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Course Description: (field will expand as needed)	Expand knowledge, application and skill in Hatha Yoga poses. Intermediate and Advanced yoga poses/skills will be explored as students become proficient. Offers exposure to other areas of mind-body fitness and an opportunity to study a selected Yoga topic in depth. Students should have prior knowledge and skill base in order to perform the Sun Salute I and II.
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Begin the course description with an active verb. Include recommendations in the description.

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH

prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum			
<input checked="" type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to Course Description:	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
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 style="list-style-type: none"> ▪ Demonstrate improved physical conditioning ▪ Develop personal on-going Intermediate and Advance yoga practice ▪ Recognize and apply the value and benefits of an on-going yoga practice
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ul style="list-style-type: none"> ▪ Participation Records ▪ Personal Programs ▪ Pre and Post Measurements ▪ Performance Evaluation ▪ Research Project ▪ Written assignments and exams ▪ Opportunity to share postures or other health information with class ▪ Class Presentation or demonstration
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Advanced asanas and sequences of asanas</p> <p>Progressing in a yoga practice for:</p> <p style="padding-left: 40px;">Balance</p> <p style="padding-left: 40px;">Flexibility</p> <p style="padding-left: 40px;">Kinesthetic Awareness</p> <p style="padding-left: 40px;">Alignment</p> <p style="padding-left: 40px;">Breath Control</p> <p style="padding-left: 40px;">Strength</p> <p>Interpret and apply the benefits of yoga postures</p> <p>Personal application of Yoga philosophies</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrate safety principles for asana practice</p> <p>Select asanas appropriate for personal needs</p> <p>Identify and apply relaxation techniques for stress reduction</p>

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in	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.	
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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.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department: PE		Submitter name Phone Email	Marc Spaziani 503-614-7287 Marc.spaziani@pcc.edu
Course Prefix and Number:	PE182M	# Credits:	1
Course Title: 60 characters max	MMA Combative Conditioning	Transcript Title (30 characters max)	MMA Combative Conditioning
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
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, and compounded motions to improve overall fitness to help optimize athletic performance while minimize potential injury when performing martial arts activities.		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

Addendum to Course Description:	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, various conditioning segments (cardiorespiratory, muscular endurance and strength, & flexibility), and skills training.
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 style="list-style-type: none"> • Utilize improved physical conditioning (muscle and cardiorespiratory endurance, strength, flexibility, and body composition), while performing martial art activities. • Apply learned skills to help maintaining lifelong health and fitness. • Experience the relationship of the mind, body and spirit. • Apply the principles of conditioning to help improve conditioning and reduce injury risk.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Attendance Active participation and effort Skill assessment Practical Exams/quizzes
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Warm-ups and cool-downs Conditioning, stretching, and endurance exercises Body mechanics and alignment development Application of conditioning benefits Discuss of the various forms of martial arts; Tae Kwon Do, Judo, Karate, Aikido, Boxing, Brazilian Jujitsu, etc. Principles of cardiorespiratory, muscle, interval, and flexibility training Safety concerns
Reason for the new course	One of the fastest growing sports is in the area of Mixed Martial Arts. Most all martial arts training centers as well as many fitness/sports clubs are offering training/conditioning classes geared towards higher intensity interval training. This class is geared towards meeting the needs of those students who want this style of conditioning, while being introduced to the world of Mixed Martial Arts.

Section #2 Transferability

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

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department: PE		Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 182 O	# Credits:	1
Course Title: 60 characters max	Core Fitness	Transcript Title (30 characters max)	Core Fitness
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		
Course fee: 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: 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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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.

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)

- Improve overall physical conditioning through Core Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Demonstrate skills needed to perform safe and effective Core Fitness exercises.
- Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.

Course
activities and
design:
(from CCOG)

Outcomes
assessment
strategies:

- Pre/post fitness testing
- Individual fitness programs
- Active Participation
- Demonstrations of proficiency
- Assignments and/or exams

Course
Content:
Themes,
Concepts,
Issues and
Skills:
(from CCOG they
should be
connected to the
outcomes)

- Practice safe and effective warm-ups and cool-downs
- Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE), and talk test methods
- Learning to identify the core muscles and how they support the body in movement
- Components of fitness-related physical fitness and their benefits for lifelong fitness
- Principles of exercise training
- Safety concepts for Core Fitness exercises (exercises, environment, equipment, progression)
- Personal fitness assessment
- Goal-setting for fitness

	<ul style="list-style-type: none"> ▪ Personal fitness program design ▪ Modify exercises and activities for varying physical conditions and individual fitness level
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 Transferability

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

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

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

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

Section #3 Additional Information for new LDC courses

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

Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	PE	Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu
Course Prefix and Number:	182 V	# Credits:	1
Course Title: 60 characters max	Sports Fitness	Transcript Title (30 characters max)	Sports Fitness
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
valent to another? If yes, they must have the same description and outcomes. <input type="checkbox"/> FORMCHECKBOX <input type="checkbox"/> Yes <input type="checkbox"/> RMCHECKBOX <input type="checkbox"/> Yes description and outcomes. <input type="checkbox"/> <input type="checkbox"/> FORMCHECKBOX <input type="checkbox"/> Yes <input type="checkbox"/> RMCHECKBOX <input type="checkbox"/> Yes Yes <input type="checkbox"/> RMCHECKBOX <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
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 team sports. Class sessions are geared toward practicing specific sport related skills and applying learned skills in game/action environment.		

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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)

- Improve overall physical conditioning through sport specific participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility, and sports performance.
- Demonstrate skills needed to perform safe and effective sport specific exercises.
- Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program for specific sports participation.
- Develop and improve skill-related physical fitness, aerobic fitness, anaerobic fitness, agility and balance.

Course
activities and
design:
(from CCOG)

Outcomes
assessment
strategies:

- Pre/post fitness testing
- Demonstrations of proficiency
- Written assignments and/or exams
- Active participation

	<ul style="list-style-type: none"> Individual fitness programs
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> Safe and effective warm-ups and cool-downs for sports Intensity monitoring via target heart rate, Rating of Perceived Exertion (RPE), and talk test methods Components of health and skill related physical fitness and their benefits for lifelong fitness Principles of exercise training for sports Safety concepts for group fitness exercises (exercises, environment, equipment, progression) Personal fitness assessment for sports Specificity of training for different sports Goal-setting for fitness Modify exercises and activities for varying physical conditions and individual fitness level
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 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	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	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural	<input type="checkbox"/> Yes – Submit the General Education form

Diversity designation being sought at this time?	<input checked="" type="checkbox"/> No
--	--

Section #3 Additional Information for new LDC courses

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

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
--	----

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

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

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

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Janeen Hull	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.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department: PE		Submitter name Phone Email	Marc Spaziani 503-614-7287 Marc.spaziani@pcc.edu
Course Prefix and Number:	PE182W	# Credits:	1
Course Title: 60 characters max	Physical Activity for Weight Control	Transcript Title (30 characters max)	Phy. Act. For Weight Control
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title
	<input checked="" type="checkbox"/> No	

Course fee: **Identify only fees that are above and beyond the usual PCC fees**

Course Description: (field will expand as needed)	To help overweight, sedentary, and/or older students begin an independent and progressive activity program. Recommended for those students who would like help with weight control through activity, and who have their doctor's permission to begin an activity program.
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Begin the course description with an active verb. Include recommendations in the description.

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

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

Addendum to Course Description:	Students provide appropriate sport clothing for activity. Sport shoes designed for walking are required.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. 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

<p>the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	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	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> 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 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 Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# 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	No	

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	PE	Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 182 X	# Credits:	1
Course Title: 60 characters max	Nia Technique	Transcript Title (30 characters max)	Nia Technique
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
valent to another? If yes, they must have the same description and outcomes. <input type="checkbox"/> FORMCHECKBOX <input type="checkbox"/> Yes <input type="checkbox"/> RMCHECKBOX <input type="checkbox"/> Yes description and outcomes. <input type="checkbox"/> <input type="checkbox"/> FORMCHECKBOX <input type="checkbox"/> Yes <input type="checkbox"/> RMCHECKBOX <input type="checkbox"/> Yes Yes <input type="checkbox"/> RMCHECKBOX <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	The Nia Technique is a mind/body discipline that blends key elements of the martial, dance, and healing arts to provide a safe, exciting, and joyful fitness program. Applies the design and function of The Body's Way to achieve physical, mental, emotional, and spiritual fitness and well-being.		

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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. www.pcc.edu/curriculum

Learning
Outcomes:
(Use observable
and measurable
verbs)

- Apply sensory, kinesthetic and body alignment and awareness to fitness and beyond.
- Connect to the interrelationship of body and mind in fitness and beyond.
- Improve overall physical conditioning through Beg Group Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Demonstrate skills needed to perform safe and effective group fitness exercises.
- Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program

Course
activities and
design:
(from CCOG)

Outcomes
assessment
strategies:

- Pre/post fitness assessments
- Active participation
- Demonstrations of proficiency
- Personal program records/portfolios
- Written assignments and/or exams

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)	<p>The 5 Principles of The Body's Way</p> <p>Use body awareness, imagination, emotional liberation and unique expression to energize and enrich the movement experience.</p> <p>Modify movements to adapt to one's own level of conditioning and range of motion.</p> <p>Increase body flexibility, strength, agility, mobility and stability.</p> <p>Develop organic skill in a wide variety of movement styles.</p>
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 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	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	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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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.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department: PE		Submitter name Phone Email	Janeen Hull X 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 182 Y	# Credits:	1
Course Title: 60 characters max	Indoor Cycling	Transcript Title (30 characters max)	Indoor Cycling
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title
	<input checked="" type="checkbox"/> No	

Course fee: Identify only fees that are above and beyond the usual PCC fees	
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Course Description: (field will expand as needed)	Indoor Cycling will improve fitness, health, and overall wellness through structured group cycling classes. Students will gain knowledge and skills needed to perform safe and proper group exercises. 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.
--	---

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these

prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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. Bike shoes can also be used. General class format includes a warm-up, a cardiorespiratory conditioning segment using exercise bikes, muscular endurance and strength exercises, stretches for flexibility and relaxation, and a cool-down.

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)

- Improve overall physical conditioning through Indoor Cycling participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Demonstrate skills needed to perform safe and effective Indoor cycling.
- Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program.

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)

- Practice safe and effective warm-ups and cool-downs
- Intensity monitoring via target heart rate, Rating of Perceived Exertion (RPE), and talk test methods
- Components of fitness-related physical fitness and their benefits for lifelong fitness
- Principles of exercise training
- Safety concepts for group fitness exercises (exercises, environment, equipment, progression)
- Personal fitness assessment
- Goal-setting for fitness

	<ul style="list-style-type: none"> ▪ Personal fitness program design ▪ Modify exercises and activities for varying physical conditions and individual fitness level
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 Transferability

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

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

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

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

Section #3 Additional Information for new LDC courses

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

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department: PE		Submitter name Phone Email	Janeen Hull X4042 Jan.hull@pcc.edu
Course Prefix and Number:	182 Z	# Credits:	1
Course Title: 60 characters max	Zumba Fitness	Transcript Title (30 characters max)	Zumba Fitness
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 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 that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title

Course fee: **Identify only fees that are above and beyond the usual PCC fees**

Course Description: (field will expand as needed)	Zumba fitness will improve fitness, health, and overall wellness through structured group fitness classes. Students will gain knowledge and skills needed to perform safe and proper rhythmic exercises featuring interval training sessions. 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 endurance, flexibility, and body composition.
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Begin the course description with an active verb. Include recommendations in the description.

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

<input checked="" type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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 – specifically lateral and high impact movements. 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.
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 style="list-style-type: none"> ▪ Improve overall physical conditioning through Zumba Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and flexibility. ▪ Demonstrate skills needed to perform safe and effective group fitness exercises. ▪ Apply terminology, principles, and techniques learned in class when developing a lifelong fitness, health, and wellness program. ▪ Identify different rhythms, step patterns and the techniques associated with those rhythms
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ul style="list-style-type: none"> ▪ Pre/post fitness testing ▪ Individual fitness programs ▪ Active participation/effort ▪ Demonstrations of proficiency ▪ Personal program records/portfolios ▪ Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> ▪ Practice safe and effective warm-ups and cool-downs ▪ Intensity monitoring via target heart rate, Rating of Perceived Exertion (RPE), and talk test methods ▪ Components of fitness-related physical fitness and their benefits for lifelong fitness ▪ Principles of exercise training ▪ Safety concepts for group fitness exercises (exercises, environment, equipment, progression) ▪ Personal fitness assessment ▪ Goal-setting for fitness ▪ Personal fitness program design ▪ Modify exercises and activities for varying physical conditions and individual

	fitness level <ul style="list-style-type: none"> ▪ Body mechanics – proper body alignment ▪ Explore the relationship of the Mind-Body connection in fitness
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.

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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.	