

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
June 5, 2013
Downtown Center, Rose Room

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

Experimental Courses:

MUC 199D – Performing & Arranging Your Songs
PHL 299F – Practice of Democracy: Civic Dialogue and Deliberation
GEO 299F – Geography of Europe

Course Inactivation:

EET 271 – Robotics
COMM 270 – Forensics: Speech and Debate
COMM 270B – Projects in Public Speaking

Available Grading Option:

GEO 280A – Cooperative Education
CAS 133 – Basic Computer Skills/MS Office

Old Business:

None

New Business:

569. LEC 201 – Human Lactation and Breastfeeding 1
New Course

570. LEC 202 – Human Lactation and Breastfeeding 2
New Course

571. LEC 271 – Clinical Practicum 1
New Course

572. LEC 272 – Clinical Practicum 2
New Course

573. LEC 273 – Clinical Practicum 3
New Course

574. LEC 275 – Practicum Seminar 1
New Course

575. LEC 276 – Practicum Seminar 2
New Course

576. LEC 277 – Practicum Seminar 3
New Course

577. ESOL 59 – ESOL VESL Support Course
Course Revision – Des, Out

578. ESOL 59A – ESOL VESL Support Course II
New Course

579. ESOL 59B – ESOL VESL Support Course III
New Course

580. ESOL 59C – ESOL VESL Support Course IV
New Course

581. BMZA 270 – Zoo Biology & Management Seminar
Course Revision – Title, Des, Out, Req

582. BMZA 270 – Zoo Biology & Management Seminar
Contact/Credit Hour

583. AVS 177 – Pilot Human Factors and Safety Management
New Course

584. AVS 217 – Aviation Weather Services
New Course

585. AVS 115 – Helicopter Private Flight
Course Revision – Des, Out

586. AVS 125 – Airplane Private Flight
Course Revision – Des, Out, Req

587. AVS 127 – Introduction to Aviation
Course Revision – Des, Out

588. AVS 135 – Airplane Instrument Flight
Course Revision – Des, Out, REq

589. AVS 145 – Airplane Introduction to Commercial Flight
Course Revision – Des, Out, Req

590. AVS 156 – Helicopter Basic Comm/Instr
Course Revision – Des, Out, Req

591. AVS 216 – Helicopter Advanced Commercial
Course Revision – Des, Out, Req
592. AVS 236 – Airplane MEI Flight
Course Revision – Des, Out, Req
593. AVS 243 – Airplane SE CFI Ground/Flight
Course Revision – Des, Req
594. AVS 265 – Helicopter CFI Flight
Course Revision – Des, Out, Req
595. AVS 125 – Airplane Private Flight
Contact/Credit Hour
596. AVS 135 – Airplane Instrument Flight
Contact/Credit Hour
597. AVS 145 – Airplane Introduction to Commercial Flight
Contact/Credit Hour
598. AVS 156 – Helicopter Basic Comm/Instr
Contact/Credit Hour
599. AVS 236 – Airplane MEI Flight
Contact/Credit Hour
600. AVS 244 – Airplane CFII Ground/Flight
Contact/Credit Hour
601. EM 103 – Introduction to Radio Communications
Course Revision – Title, Des, Out
602. EM 112 – Theory of Homeland Security
New Course
603. EM 202 – Principles & Practices of Hazard Mitigation
Course Revision – title, des, out, req
604. EM 203 – Principles & Practices of Disaster Response I
Course Revision – Title, Des, Req
605. EM 204 – Principles & Practices of Disaster Response II
Course Revision – Title, Des, Out, Req
606. EM 205 – Disaster Recovery Operations
Course Revision – Title, Des, Req

607. EM 210 – Emergency Management Planning: Hazards & Disasters
Course Revision – Number, title, Des, Out, Req

608. EM 228 – Emergency Management Capstone
New Course

609. EM 103 - Introduction to Radio Communications
Related Instruction

610. EM 112 - Theory of Homeland Security
Related Instruction

611. EM 114 – History of US Hazards & Disasters
Related Instruction

612. EM 202 – Hazard Mitigation
Related Instruction

613. EM 203 – Principles & Practices of Disaster Response I
Related Instruction

614. EM 204 – Disaster Response II
Related Instruction

615. EM 205 – Disaster Recovery
Related Instruction

616. EM 228 – Emergency Management: Capstone
Related Instruction

617. BA 209 – Introduction to Grant Writing
New Course

618. GRN 247 – App Legal & Policy Iss Aging
New Course

619. HST 247 – Religion in U.S. since 1840
Designation- General Education

620. HST 247 – Religion in U.S. since 1840
Designation – Cultural Literacy

621. CIS 133C – Introduction to Programming Using C#.NET
New Course

622. CIS 233C – Intermediate C#.NET Programming
New Course

623. CIS 234C – Advanced C#.NET Programming
New Course

624. CIS 195P – PHP Web Development I
Course Revision – Des, Req

625. CIS 275 – Data Modeling and SQL Intro
Course Revision – Des, Req

626. CIS 295P – PHP Web Development II
Course Revision – Des, Req

627. ENG 269 – Wilderness Literature
Designation – General Education

628. FP 122 – Fundamentals of Fire Prevention
Course Revision – Des, Out

629. FP 212 – Fire Investigation (Cause Determination)
Course Revision – Des, Out, Req

630. FP 215 – Urban Interface Fire Operations
Course Revision – Des, Out, Req

631. FP 242 – Flammable, Explosive, and Toxic Materials
Course Revision – Title, Des, Out, Req

632. FP 291 – Fire Codes and Related Ordinances
Course Revision – Des, Req

633. FP 295 – Major Emergency Tactics & Strategies
Course Revision – Des, Out, Req

634. COMM 100 – Introduction to Speech Communication
Course Revision – Title, Out

635. COMM 111 – Public Speaking
Course Revision – Des, Out

636. COMM 130 – Business and Professional Speech Communication
Course Revision – Title, Des, Out

637. DS 101 – Diesel Rebuild and Lab
Course Revision – Des

638. DS 205 – Mobile & Hydrostatic Hydraulic
Course Revision – Des, Req

639. ART 277A – Life Painting

Course Revision – Title, Des, Out, Req

640. PS 201 – US Government: Foundations and Principles

Course Revision – Title, Des, Out

641. PS 202 – US Government: Institutions and Policies

Course Revision – Title, Des, Out

642. PS 200 – Introduction to Political Science

New Course

643. PS 297 – Environmental Politics and Policy

New Course

644. BIT 201 – Immunochemical Methods

Course Revision – Des, Out

645. IMT 103 – Industrial Mathematics

New Course

646. IMT 103 – Industrial Mathematics

Related Instruction

647. IMT 102 – Industrial Safety (OSHA)

Course Revision – Des, Out

648. IMT 105 – Industrial Hydraulics

Course Revision – Req

649. IMT 120 – Drive Systems

Course Revision – Req

650. IMT 200 – Pumps and Valves

Course Revision – Req

651. IMT 220 – Proportional Hydraulics

Course Revision – Req

652. IMT 222 – Basic Statistical Process Control Applications

Course Revision – Title, des, Out, Req

653. IMT 230 – Techniques of Preventative Maintenance

Course Revision – Des, Out

654. ENG 230 – Environmental Literature

New Course

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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu
Prefix and Course Number:	LEC 201	Credits:	4.5
Course Title: (60 characters max)	Human Lactation and Breastfeeding 1	Transcript Title (30 characters max)	Human Lactation & Breastfeeding 1
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER Lecture: 45 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		Students must obtain at least 90 contact hours of lactation specific education in order to sit for the International Board of Lactation Examiners exam. This course provides the first 45 contact hours of lactation specific coursework. Due to unforeseeable student-related circumstances, a student may need to repeat the course to meet the number of lactation specific education hours required to sit for the exam.	
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces,			

covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)
Explores breastfeeding and common problems breastfeeding families' experience. Covers the first 45 hrs of the 90 hrs of lactation education required by International Board of Lactation Consultant Examiners (IBLCE). Prerequisites: Admission to the Lactation Education and Consultant Program
Addendum to course description:
This course is offered in a hybrid format with in-class and online delivery. Participants will have the opportunity to develop the knowledge and skills needed to educate and support women and their families throughout the course of breastfeeding. The <i>IBLCE Exam Blueprint</i> is a guide for the curriculum utilized in this course.

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: Admission to the Lactation Education and Consultant Program		<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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See 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. Utilize effective communication, counseling, and adult education skills in order to promote, protect, and support breastfeeding. 2. Apply critical thinking skills to make evidence-based decisions on breastfeeding practices. 3. Assess and manage common maternal and infant breastfeeding problems.
Course activities and design: (from CCOG)	This course will focus on the normal course of breastfeeding, and common problems breastfeeding families' experience. Course learning activities will include readings, lecture, group discussion, quizzes, interviews with mothers, reflective writing, counseling practice, case studies, student presentations, and observations. This course is offered in a hybrid format with in-class and online delivery.
Outcomes assessment strategies: (from CCOG)	Multiple choice tests Presentations and/or projects Written assignments Course activities and discussion

Course Content:
Themes, Concepts,
Issues and Skills:
[\(from CCOG\)](#)

Themes

Evidence-based lactation practices

Concepts

Collaboration

Communication

Counseling

Observation

Clinical-Assessment

Adult Education

Cultural Practices

Family-centered care

Problem-Solving

Issues

Client confidence

Cultural sensitivity

Common challenges of breastfeeding

Evidence-based decision-making

Skills

- Utilize appropriate counseling skills and techniques
- Provide evidence-informed information to assist family when making decisions regarding breastfeeding
- Ascertain the family's goals for breastfeeding
- Assess knowledge and information needs of learners
- Provide evidence-informed education through a variety of educational strategies
- Advocate for breastfeeding families
- Evaluate potential or existing challenges and factors that may impact breastfeeding success
- Identify and support practices that promote breastfeeding
- Describe and demonstrate differing feeding positions
- Assess for normal infant behavior and developmental milestones
- Assess the breastfed child's growth using the WHO adapted growth charts
- Provide anticipatory guidance to reduce potential risks to the breastfeeding family
- Provide information and strategies to prevent and resolve common breastfeeding challenges
- Provide evidence-informed information to families regarding the use of feeding-related equipment and devices
- Work collaboratively and interdependently with other members of the health care team
- Utilize breast-feeding related equipment

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.	This course covers the first 45 hrs of the 90 hrs of lactation education required by International Board of Lactation Consultant Examiners (IBLCE). It will help prepare students with the lactation specific training education required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first course required for the Lactation Education certificate and the Lactation Consultant Certificate. It provides a foundation of lactation knowledge and skills.	

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 in CTE Courses 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 other 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	Other SACs will not be impacted regarding content overlap or course duplication. There are prerequisites to get into the Lactation Education & Consultant program. Other SACs will be minimally impacted and these discussions are currently taking place.
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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Susanne Christopher	schrsto@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013
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
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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 202	Credits:	4.5	
Course Title: (60 characters max)	Human Lactation and Breastfeeding 2	Transcript Title (30 characters max)	Human Lactation & Breastfeeding 2	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: 45 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		Students must obtain at least 90 hours of lactation specific education in order to sit for the International Board of Lactation Examiners exam. This course provides the second 45 hours of lactation specific coursework. Due to unforeseeable student-related circumstances, a student may need to repeat the course to meet the number of lactation specific education hours required to sit for the exam.		
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	Check all that apply	Default (Choose one)		
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>		
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>		
Course or program fee: (Identify only fees which are independent of the standard lab fee)				
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Continues to explore lactation knowledge and skills. Covers the second 45 hrs of the 90 hrs of lactation education required by International Board of Lactation Consultant Examiners (IBLCE). Prerequisites: LEC				

201.

Addendum to course description:

Participants will have the opportunity to develop the knowledge and skills needed to assist families with more complex breastfeeding challenges. The *IBLCE Exam Blueprint* is a guide for the curriculum utilized in this course. The course includes a combination of in-person instruction and distance learning. This course is required for students completing the Lactation Consultant Certificate.

All students enrolling in LEC 202 must have completed 45 hrs of basic lactation education prior to enrolling in this course. LEC 201 meets this requirement. Students who did not complete the first 45 hrs of lactation education at PCC will need to provide proof of successful completion of 45 hrs of basic lactation education to the course instructor.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: LEC 201

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

1. Utilize effective communication, counseling, and adult education skills in order to promote, protect, and support breastfeeding.
2. Apply critical thinking skills to make evidence-based decisions on breastfeeding practices.
3. Assess and manage complex maternal and infant breastfeeding challenges.
4. Critically evaluate sources of scientific information to determine the validity of the data.
5. Understand the scope of practice, standards of practice, and the professional code of conduct for the International Board Certified Lactation Consultant (IBCLC).

Course activities and design: **(from CCOG)**

In this course, students will learn about more complex maternal and infant health problems that can make breastfeeding more challenging. Students will practice assessment and management of more complex breastfeeding challenges. Learning activities will include readings, lecture, quizzes, observations, interviews with mothers, counseling practice, group discussions, case studies, research, use of breastfeeding equipment, and presentations. Students will review the latest evidence-based practices, and the ethical provision of breastfeeding support,

	focusing on how to help each individual family reach their breastfeeding goals. This course is offered in a hybrid format with in class and online delivery.
Outcomes assessment strategies: (from CCOG)	Multiple choice tests Presentations and/or projects Written assignments Course activities and discussion
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><u>Themes</u> Evidence-based lactation practices</p> <p><u>Concepts</u> Collaboration Communication Counseling Observation Clinical-Assessment Adult Education Cultural Practices Family-centered Care Problem-Solving Professional Ethics</p> <p><u>Issues</u> Individualized definition of breastfeeding success Provision of human milk when breastfeeding is not possible Cultural sensitivity Complex maternal and infant breastfeeding challenges Evidence-based decision-making</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use the principles of family-centered care while maintaining a collaborative, supportive relationship with clients • Provide evidence-informed information to assist family when making decisions regarding breastfeeding • Participate in the development of policies at the local, national, or global levels which protect, promote and support breastfeeding and the provision of human milk • Assess maternal and infant anatomy as it pertains to adequate function for lactation and breastfeeding • Assess maternal mental and psychological states and social supports • Assess mother's milk supply and provide information on increasing or decreasing milk supply as needed • Calculate an infant's caloric and volume requirements • Provide evidence-informed information on regarding maternal use of medications, and other substances • Provide information and strategies to deal with complex maternal and pediatric breastfeeding challenges • Facilitate breastfeeding or the provision of human milk for the medically fragile and physically compromised child • Evaluate and critique how techniques and devices may be used to ensure initiation and/or continuation of breastfeeding in certain circumstances • Develop, implement and evaluate an individualized feeding plan in consultation

	<p>with the family</p> <ul style="list-style-type: none"> • Identify maternal or pediatric contraindications to breastfeeding or the provision of human milk • Work collaboratively with other members of the health care team to coordinate care and will provide written assessments as required • Make appropriate referrals to other health care providers and community resources in a timely manner when needed • Critique, evaluate and incorporate evidence-informed findings into practice • Conduct her/himself in a professional manner using the ethical and practice guidelines developed for those working in the lactation field • Utilize breastfeeding-related equipment and demonstrate appropriate use
--	---

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.	This course covers the second 45 hrs of the 90 hrs of lactation education required by International Board of Lactation Consultant Examiners (IBLCE). It will help prepare students with the lactation specific training education required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the second course required for the Lactation Education certificate and the Lactation Consultant Certificate and provides a foundation of lactation knowledge and skills.	

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 in CTE Courses 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 other 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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Susanne Christopher	schrsto@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013
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
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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 271	Credits:	1.0-4.0	
Course Title: (60 characters max)	Clinical Practicum 1	Transcript Title (30 characters max)	Clinical Practicum 1	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30-120
If the course is repeatable then provide a compelling argument.		Students must obtain at least 300 patient-contact hours of clinical experience in order to sit for the International Board of Lactation Examiners exam. This variable credit course provides 30-120 of the practicum hours. Due to unforeseeable student-related and/or preceptor-related circumstances, a student may need to repeat the course in order to meet the number of patient-contact hours required to sit for the exam.		
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 type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Provides on-site clinical experience education in inpatient, outpatient or community settings under the direct supervision of facility personnel. Includes exposure to working conditions and skills needed to educate and support women and their families throughout the course of breastfeeding. Prerequisites:				

LEC 202. Co-requisite: LEC 275.

Addendum to course description:

This is the first term of clinical experience for students completing the Lactation Consultant Certificate. The *IBLCE Exam Blueprint* is a guide for the curriculum utilized in this course. Students registering for this course will also need to register for LEC 275, which is a distance-learning course.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: LEC 202

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: LEC 275

☐ Prerequisite

☒ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

1. Utilize effective communication, counseling, and adult education skills in order to promote, protect, and support breastfeeding.
2. Perform a comprehensive maternal, child and feeding assessment related to lactation.
3. Apply critical thinking and problem solving-skills to evaluate potential or existing challenges and factors that may impact a mother's ability to meet her breastfeeding goals.
4. Assist and support the mother to develop and implement an appropriate and achievable breastfeeding plan using evidence-based information.
5. Abide by professional ethics and standards, practicing within the framework defined by the IBLCE Code of Professional Conduct for IBCLCs.

Course activities and design: **(from CCOG)**

Course learning activities will include readings, clinical experience, group discussion, quizzes, reflective writing, case studies, student presentations, and observations.

Outcomes assessment strategies: **(from CCOG)**

On-site preceptor clinical evaluations
Multiple choice tests
Presentations and/or projects
Written assignments
Course activities and discussion

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p><u>Themes</u> Evidence-based lactation practices</p> <p><u>Concepts</u> Adult education Collaboration Counseling Clinical assessment Communication Family-centered care Observation Problem-solving Professional ethics</p> <p><u>Issues</u> Processing students own personal or familial experience of breastfeeding Sharing personal or familial experience of breastfeeding Recognizing the importance of basing lactation practice on evidence-informed information Cultural Sensitivity</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Support the family to make evidence-informed decisions for their child • Provide appropriate information to the family regarding the importance of exclusive breastfeeding to the health of mother and child and the risk of using breastmilk substitutes • Promote skin to skin contact of the newborn with the mother • Provide information and demonstrate to the mother how to perform manual expression of breastmilk • Provide education to assist the family to identify newborn feeding cues and behavioral states • Obtain the mother's permission to provide care to her and her child • Assess mother's breasts to determine if changes are consistent with adequate function • Assess infant's oral anatomy and normal neurological responses and reflexes • Evaluate potential or existing challenges and factors that may impact breastfeeding success • Assess effective milk transfer and adequate intake of the child • Describe and demonstrate differing feeding positions • Assess for normal infant behavior and developmental milestones • Assess the breastfed child's growth using the WHO adapted growth charts • Provide anticipatory guidance to reduce potential risks to the breastfeeding family • Provide information and strategies to prevent and resolve common breastfeeding challenges • Conduct a clinical assessment- including history taking, physical exam and observation of breastfeeding • Provide information regarding weaning from the breast when appropriate, including care of mother's breasts and preparation and use of donor milk or breastmilk substitutes including same preparation, storage and handling • Document care provided through completion of written or electronic medical records, and written assessments when required with the family's permission
---	---

	<ul style="list-style-type: none"> • Provide evidence-informed information to families regarding the use of feeding-related equipment and devices • Evaluate, critique and demonstrate the use of techniques and devices which support breastfeeding • Work collaboratively and interdependently with other members of the health care team • Respect the privacy, dignity and confidentiality of families except where the reporting of a danger to parent or child is specifically required by law • Utilize breastfeeding-related equipment and demonstrate appropriate use
--	---

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.	This is the first term of clinical experience for students completing the Lactation Consultant Certificate. It will help prepare students with the clinical training hours required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of clinical experience for students completing the Lactation Consultant Certificate.	

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 in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Clinical Practicum held at preceptor sites.
Transferability: Will this course transfer to	No.

another academic institution? Identify	
Impact on other Programs and Departments	
Are there other 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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Susanne Christopher	schrsto@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013
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
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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 272	Credits:	1.0-4.0	
Course Title: (60 characters max)	Clinical Practicum 2	Transcript Title (30 characters max)	Clinical Practicum 2	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30-120
If the course is repeatable then provide a compelling argument.		Students must obtain at least 300 patient-contact hours of clinical experience in order to sit for the International Board of Lactation Examiners exam. This variable credit course provides 30-120 of the practicum hours. Due to unforeseeable student-related and/or preceptor-related circumstances, a student may need to repeat the course in order to meet the number of patient-contact hours required to sit for the exam.		
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 type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces,				

covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)
Provides on-site clinical experience education in inpatient, outpatient or community settings under the direct supervision of facility personnel. Includes exposure to working conditions and skills needed when dealing with more complex maternal and pediatric breastfeeding challenges.
Addendum to course description:
This is the second term of clinical experience for students completing the Lactation Consultant Certificate. The <i>IBLCE Exam Blueprint</i> is a guide for the curriculum utilized in this course. Students registering for this course will also need to register for LE 276, which is a distance-learning course.

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: LEC 271	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: LEC 276	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See 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. Utilize effective communication, counseling, and adult education skills in order to promote, protect, and support breastfeeding. 2. Perform a comprehensive maternal, child and feeding assessment related to lactation. 3. Apply critical thinking and problem solving-skills to evaluate potential or existing challenges and factors when dealing with more complex maternal and pediatric challenges. 4. Assist and support the mother to develop, implement and evaluate an appropriate and achievable breastfeeding plan using evidence-based information. 5. Abide by professional ethics and standards, practicing within the framework defined by the IBLCE Code of Professional Conduct for IBCLCs.
Course activities and design: (from CCOG)	Course learning activities will include readings, clinical experience, group discussion, quizzes, reflective writing, case studies, student presentations, and observations.

<p>Outcomes assessment strategies: (from CCOG)</p>	<p>On-site preceptor clinical evaluations Multiple choice tests Presentations and/or projects Written assignments Course activities and discussion</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p><u>Themes</u> Evidence-based lactation practices</p> <p><u>Concepts</u> Observation Communication Family-centered care Adult education Collaboration Counseling Clinical assessment Problem-solving Professional ethics</p> <p><u>Issues</u> Processing students own personal or familial experience of breastfeeding Sharing personal or familial experience of breastfeeding Recognizing the importance of basing lactation practice on evidence-informed information Cultural Sensitivity</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Support the practices which promote breastfeeding and discourage practices which interfere with breastfeeding • Identify signs of inadequate nutrition in a breastfed infant • Evaluate how each breastfeeding dyad and situation is unique, and their affect on breastfeeding • Evaluate potential or existing challenges and factors that may impact breastfeeding success • Identify symptoms of ineffective milk transfer and inadequate intake of the child • Conduct a clinical assessment- including history taking, physical exam and observation of breastfeeding • Facilitate breastfeeding and/or the provision of human milk for the medically fragile and physically compromised child • Assist and support the family to develop, implement and evaluate an appropriate, acceptable and achievable breastfeeding plan utilizing all the resources available • Document care provided through completion of written or electronic medical records, and written assessments when required with the family's permission • Critique and evaluate indications, contraindications and use of techniques, appliances and devices which support breastfeeding or may be harmful to continued breastfeeding including alternative feeding methods • Provide education and information at a level which the family can easily understand and evaluate their understanding of all information and education provided

- Provide follow-up services as needed
- Work collaboratively and interdependently with other members of the health care team
- Respect the privacy, dignity and confidentiality of families except where the reporting of a danger to parent or child is specifically required by law
- Utilize breastfeeding-related equipment and demonstrate appropriate use

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.	This is the second term of clinical experience for students completing the Lactation Consultant Certificate. It will help prepare students with the clinical training hours required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the second term of clinical experience for students completing the Lactation Consultant Certificate.	

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 in CTE Courses](#) form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Clinical Practicum held at preceptor sites.
Transferability: Will this course transfer to another academic institution? Identify	No.

Impact on other Programs and Departments	
Are there other 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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Susanne Christopher	schristo@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013
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
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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 273	Credits:	1.0-4.0	
Course Title: (60 characters max)	Clinical Practicum 3	Transcript Title (30 characters max)	Clinical Practicum 3	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30-120
If the course is repeatable then provide a compelling argument.		Students must obtain at least 300 patient-contact hours of clinical experience in order to sit for the International Board of Lactation Examiners exam. This variable credit course provides 30-120 of the practicum hours. Due to unforeseeable student-related and/or preceptor-related circumstances, a student may need to repeat the course in order to meet the number of patient-contact hours required to sit for the exam.		
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 type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Provides on-site clinical experience education in inpatient, outpatient or community settings under the direct supervision of facility personnel. Includes exposure to working conditions and skills needed when dealing with more complex maternal and pediatric breastfeeding challenges. Meets the training				

requirements for eligibility to take the International Board of Lactation Consultant Examiners (IBLCE) exam. Prerequisite: LEC 272. Co-requisite: LEC 277.

Addendum to course description:

This is the third and final term of clinical experience for students completing the Lactation Consultant Certificate. Provides on-site clinical experience education in inpatient, outpatient or community settings under the direct supervision of facility personnel. Includes exposure to working conditions and skills needed when dealing with more complex maternal and pediatric breastfeeding challenges. Participants will have the opportunity to obtain the remaining hours of on-site clinical experience needed for IBLCE certification eligibility. The *IBLCE Exam Blueprint* is a guide for the curriculum utilized in this course. Students registering for this course will also need to register for LEC 277, which is a hybrid course that includes some distance learning classes and some in-person classes.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: LEC 272

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: LEC 277

☐ Prerequisite

☒ Corequisite

☐ pre/co

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

Outcomes: (Use observable and measurable verbs)

1. Utilize effective communication, counseling, and adult education skills in order to promote, protect, and support breastfeeding.
2. Perform a comprehensive maternal, child and feeding assessment related to lactation.
3. Apply critical thinking and problem solving-skills to evaluate potential or existing challenges and factors when dealing with more complex maternal and pediatric challenges.
4. Assist and support the mother to develop, implement and evaluate an appropriate and achievable breastfeeding plan using evidence-based information.
5. Abide by professional ethics and standards, practicing within the framework defined by the IBLCE Code of Professional Conduct for IBCLCs.
6. Facilitate the development of policies that protect, promote and support breastfeeding, and act as advocates for breastfeeding as the child-feeding norm using evidence-based information.

Course activities and design: (from CCOG)	Course learning activities will include readings, clinical experience, group discussion, quizzes, reflective writing, case studies and observations.
Outcomes assessment strategies: (from CCOG)	Completion of a minimum of 300 hrs of clinical experience On-site preceptor clinical evaluations Multiple choice tests Written assignments Course activities and discussion
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><u>Themes</u> Evidence-based lactation practices</p> <p><u>Concepts</u> Observation Communication Family-centered care Adult education Collaboration Counseling Clinical assessment Communicable diseases Problem-solving Professional ethics</p> <p><u>Issues</u> Processing students own personal or familial experience of breastfeeding Sharing personal or familial experience of breastfeeding Recognizing the importance of basing lactation practice on evidence-informed information Cultural Sensitivity</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Provide evidence-informed education through various means including the development of educational materials, curriculum development and multimedia campaigns about breastfeeding and human lactation for families, health professionals and the community • Assist families with decisions regarding feeding their children by providing evidence-informed information that is free of conflicts of interest • Set priorities in the provision of care with attention to client needs and available resources • Delegate to and evaluate others who provide lactation care ensuring that the task is within the scope of their practice • Conduct a comprehensive clinical assessment- including history taking, physical exam and observation of breastfeeding • Facilitate breastfeeding and/or the provision of human milk for the medically fragile and physically compromised child • Demonstrate knowledge of human milk banking including donor screening, safe processing of human milk, how to obtain donor milk, and ethical distribution of donor milk • Assist and support the mother and family to identify strategies to cope with peripartum mood disorders and access community resources

- Provide evidence-informed information regarding complementary therapies during lactation and their impact on mother's milk production and the effect on her child
- Document care provided through completion of written or electronic medical records, and written assessments when required with the family's permission
- Critique and evaluate indications, contraindications and use of techniques, appliances and devices which support breastfeeding or may be harmful to continued breastfeeding including alternative feeding methods
- Demonstrate the ability to appropriately handle patient phone calls, including providing phone advice, triage and referral
- Work collaboratively and interdependently with other members of the health care team
- Respect the privacy, dignity and confidentiality of families except where the reporting of a danger to parent or child is specifically required by law
- Demonstrate knowledge of the need to retain documentation of client contacts and care provided for the time specified by the local jurisdiction
- Obtain continuing education to enhance skills and maintain her/his IBCLC certification
- Use an understanding of breastfeeding-related equipment, including the potential disadvantages or risks in order to demonstrate appropriate use.

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.	This is the third and final term of clinical experience for students completing the Lactation Consultant Certificate. It will help prepare students with the clinical training hours required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the third and final term of clinical experience for students completing the Lactation Consultant Certificate.	

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 in CTE Courses](http://www.pcc.edu/curriculum) form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Clinical Practicum held at preceptor sites.	
Transferability: Will this course transfer to another academic institution? Identify	No.	
Impact on other Programs and Departments		
Are there other 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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014	
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. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
Susanne Christopher	schrsto@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013

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

Portland Community College

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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 275	Credits:	1.0	
Course Title: (60 characters max)	Practicum Seminar 1	Transcript Title (30 characters max)	Practicum Seminar 1	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.		This course is a co-requisite for LE 271. Due to unforeseeable student-related and/or preceptor-related circumstances, a student may need to repeat LE 271 and LEC 275 in order to meet the number of patient-contact hours required to sit for the International Board of Lactation Examiners exam.		
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Discusses clinical experience through analysis and reflection with peers and education faculty. Pre-requisite: LEC 202. Co-requisite: LEC 271.				

Addendum to course description:

This is the first term of practicum seminar for students enrolled in LEC 271 and completing the Lactation Consultant Certificate.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: LEC 202

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: LEC 271

☐ Prerequisite

☒ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

1. Use self-reflection and self-analysis to identify areas for improvement.
2. Evaluate evidence-informed information and share it with other health professionals.
3. Abide by professional ethics and standards, practicing within the framework defined by the IBLCE Code of Professional Conduct for IBCLCs.

Course activities and design: **(from CCOG)**

Course learning activities will include a distance learning seminar, readings, group discussion, quizzes, reflective writing, case studies, student presentations, and observations.

Outcomes assessment strategies: **(from CCOG)**

Multiple choice tests
Presentations and/or projects
Written assignments
Course activities and discussion

Course Content:
Themes, Concepts,
Issues and Skills:
[\(from CCOG\)](#)

Themes
Evidence-based lactation practices

Concepts
Observation
Communication
Family-centered care
Adult education
Collaboration
Counseling
Clinical assessment

	<p>Problem-solving Professional ethics</p> <p><u>Issues</u> Client confidence Processing your own personal or familial experience of breastfeeding Sharing your personal or familial experience of breastfeeding Recognizing the importance of basing lactation practice on evidence-informed information</p> <p><u>Skills</u> <ul style="list-style-type: none"> • Promote, support and protect breastfeeding through the support of international breastfeeding initiatives such as the Baby Friendly Hospital Initiative and the WHO Global Strategy for Infant and Young Child Feeding • Demonstrate knowledge of the maternal or pediatric contraindications to breastfeeding or the provision of human milk • Use problem solving and conflict resolution skills. • Practice using interpersonal skills and reflective listening. • Provide evidence-informed education through a variety of educational strategies. • Work collaboratively and interdependently with peers. • Critique, evaluate and incorporate evidence-informed findings into practice. • Conduct her/himself in a professional manner using the ethical and practice guidelines developed for those working in the lactation field. </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.	This is the first term of practicum seminar for students completing the Lactation Consultant Certificate. It will help students reflect on their clinical experience and complete the clinical training hours required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of practicum seminar for students completing the Lactation Consultant Certificate.	
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 in CTE Courses](#) form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)	
Transferability: Will this course transfer to another academic institution? Identify	No.	
Impact on other Programs and Departments		
Are there other 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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014	
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. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
Susanne Christopher	schristo@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date

Tonya Booker	tonya.booker@pcc.edu	5/10/2013
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
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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 276	Credits:	1.0	
Course Title: (60 characters max)	Practicum Seminar 2	Transcript Title (30 characters max)	Practicum Seminar 2	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.		This course is a co-requisite for LE 272. Due to unforeseeable student-related and/or preceptor-related circumstances, a student may need to repeat LE 272 and LEC 276 in order to meet the number of patient-contact hours required to sit for the International Board of Lactation Examiners exam.		
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Continues to discuss clinical experience through analysis and reflection with peers and faculty. Prerequisites: LEC 275. Co-requisite: LEC 272.				

Addendum to course description:

This is the second term of practicum seminar for students enrolled in LEC 272 and completing the Lactation Consultant Certificate. Students will discuss, analyze and reflect upon clinical experiences with students and instructor.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: LEC 275

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: LEC 272

☐ Prerequisite

☒ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

1. Use self-reflection and self-analysis to identify areas for improvement and implement improvement strategies.
2. Abide by professional ethics and standards, practicing within the framework defined by the IBLCE Code of Professional Conduct for IBCLCs.
3. Evaluate evidence-informed information and share it with other health professionals.

Course activities and design: **(from CCOG)**

Course learning activities will include a distance learning seminar, readings, group discussion, quizzes, reflective writing, case studies, student presentations, and observations.

Outcomes assessment strategies: **(from CCOG)**

Multiple choice tests
Presentations and/or projects
Written assignments
Course activities and discussion

Course Content:
Themes, Concepts,
Issues and Skills:
[\(from CCOG\)](#)

Themes
Evidence-based lactation practices

Concepts
Adult education
Clinical assessment
Collaboration
Communication
Counseling
Family-centered care
Client/family uniqueness
Observation

	<p>Problem-solving Professional ethics Resources</p> <p><u>Issues</u> Client confidence Processing students own personal or familial experience of breastfeeding Sharing personal or familial experience of breastfeeding Recognizing the importance of basing lactation practice on evidence-informed information</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Promote, support and protect breastfeeding through the support of international breastfeeding initiatives such as the Baby Friendly Hospital Initiative and the WHO Global Strategy for Infant and Young Child Feeding Demonstrate knowledge of the maternal or pediatric contraindications to breastfeeding or the provision of human milk Use problem solving and conflict resolution skills. Practice using interpersonal skills and reflective listening. Provide evidence-informed education through a variety of educational strategies. Work collaboratively and interdependently with peers. Critique, evaluate and incorporate evidence-informed findings into practice. Conduct her/himself in a professional manner using the ethical and practice guidelines developed for those working in the lactation field. Identify costs and benefits of resource options for lactation care.
--	--

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.	This is the second term of practicum seminar for students completing the Lactation Consultant Certificate. It will help students reflect on their clinical experience and complete the clinical training hours required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the second term of practicum seminar for students completing the	

Lactation Consultant Certificate.

Is this course used to supply related instruction for a certificate?

☐ Yes☒ NoIf **no** is selected continue to part three.If **yes** is selected complete the [Related Instruction in CTE Courses](#) 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

☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office)
☐ other (explain)

Transferability: Will this course transfer to another academic institution? Identify

No.

Impact on other Programs and Departments

Are there other 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:

☐ Next available term after approval☒ Specific term AFTER next available: Spring 2014

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. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
Susanne Christopher	schristo@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013
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
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:	Health	Submitter name phone and email	Alissa Leavitt 971-722-7767 alissa.leavitt@pcc.edu	
Prefix and Course Number:	LEC 277	Credits:	2.0	
Course Title: (60 characters max)	Practicum Seminar 3	Transcript Title (30 characters max)	Practicum Seminar 3	
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: 40 Lab:
If the course is repeatable then provide a compelling argument.		This course is a co-requisite for LE 273. Due to unforeseeable student-related and/or preceptor-related circumstances, a student may need to repeat LE 273 and LEC 277 in order to meet the number of patient-contact hours required to sit for the International Board of Lactation Examiners exam.		
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Continues to discuss clinical experience through analysis and reflection with peers and faculty. Reviews concepts of medical ethics, professionalism and develop advanced research and presentation skills to prepare students to act as breastfeeding advocates. Pre-requisite: LEC 276. Co-requisite: LEC 273.				

Addendum to course description:

This is the third term of practicum seminar for students completing the Lactation Consultant Certificate. Participants will have the opportunity to review more advanced topics in preparation for taking the International Board of Lactation Consultant Examiners (IBLCE) Exam required for certification. Students will also be developing job search skills. The *IBLCE Exam Blueprint* is a guide for the curriculum utilized in this course.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: LEC 276

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: LEC 273

☐ Prerequisite

☒ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

1. Develop and deliver evidence-based educational presentations, acting as an informed advocate for breastfeeding as the child-feeding norm.
2. Utilize research skills to access and evaluate breastfeeding protocols from a variety of sources.
3. Develop a professional resume and demonstrate the ability to search for employment as an IBCLC.
4. Use self-reflection skills to identify areas for improvement, implementing and evaluating improvement strategies.
5. Abide by professional ethics and standards, practicing within the framework defined by the IBLCE Code of Professional Conduct for IBCLCs.

Course activities and design: **(from CCOG)**

This course is a hybrid course that includes some distance learning classes and some in-person classes. Course learning activities will include a distance learning seminar, readings, group discussion, quizzes, reflective writing, case studies, research, written assignments, student presentations, interviews and observations.

Outcomes assessment strategies: **(from CCOG)**

Multiple choice tests
Presentations and/or projects
Written assignments
Course activities and discussion

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p><u>Themes</u> Evidence-based lactation practices</p> <p><u>Concepts</u> Adult education Client/family uniqueness Clinical assessment Collaboration Counseling Communication Contraindications Family-centered care Observation Problem-solving Professional ethics Public health Resources</p> <p><u>Issues</u> Client confidence Processing students own personal or familial experience of breastfeeding Sharing personal or familial experience of breastfeeding Recognizing the importance of basing lactation practice on evidence-informed information</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Promote, support and protect breastfeeding through the support of international breastfeeding initiatives such as the Baby Friendly Hospital Initiative and the WHO Global Strategy for Infant and Young Child Feeding • Demonstrate knowledge of the maternal or pediatric contraindications to breastfeeding or the provision of human milk • Demonstrate a knowledge of laws/legal issues that support or act as a barrier to breastfeeding and the provision of human milk • Demonstrate knowledge of how to report to IBLCE concerning a personal criminal offence, or an IBCLC who is functioning outside the IBLCE Scope of Practice, violating the IBLCE Code of Professional Conduct or not following the ILCA Standards of Practice • Provide information and strategies to prevent and resolve common breastfeeding challenges. • Demonstrate effective written and oral communications/presentation skills. • Demonstrate job search and career advancement skills. • Identify costs and benefits of resource options for lactation care.

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.	This is the third and final term of practicum seminar for students completing the Lactation Consultant Certificate. It will help students reflect on their clinical experience and complete the clinical training hours required to become an International Board Certified Lactation Consultants (IBCLC).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	1) Lactation Education 2) Lactation Consultant	# credit: 1) 13 2) 27
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the third term of practicum seminar for students completing the Lactation Consultant Certificate.	

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 in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input 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 other 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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Susanne Christopher	schrsto@pcc.edu	5/10/2013
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	5/10/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	ESOL	Submitter name	Karen Sanders
		Phone	X7085
		Email	ksanders@pcc.edu
Current prefix and number	ESOL 59	Proposed prefix and number	
Current course title	ESOL VESL Support Course	Proposed title (60 characters max)	
# Credits		Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides English language support for ESOL learners while they are concurrently enrolled in designated CTE courses. Runs 80 hours per term concurrently. Department permission required.	Provides English language support for ESOL learners while they are concurrently enrolled in the program's designated initial term CTE courses. Runs 80 hours per term concurrently with the CTE courses. Prerequisite: Department permission required.

Reason for change	Vocational ESL (VESL) programs are 2-3 term long cohort programs in which students are concurrently enrolled in CTE and language support courses. The CTE courses change each term (as students progress down the pathway), requiring the support courses to as well. The description change reflects that ESOL 59 is the course required in the initial term for any of the VESL programs.
-------------------	--

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Read authentic and some modified materials appropriate for adults • Write a variety of correspondence related to employment • Orally communicate effectively in English in work settings • Set and carry out short and long term personal and professional goals 	<ul style="list-style-type: none"> • Read modified materials appropriate for adults • Write a variety of correspondence related to employment • Orally communicate effectively in English in a variety of employment settings • Set short term personal and professional goals
Reason for change	Reflect the reality that this is a three term program – and that the learning outcomes for this course (ESOL 59) and the following two – ESOL 59A and ESOL 59B – are similar, but progressively more challenging

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanna Sullivant	Joanna.sullivan@pcc.edu	April 11, 2013
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 11, 2013
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:	ESOL	Submitter name Phone Email	Karen Sanders X7085 ksanders@pcc.edu
Course Prefix and Number:	ESOL 59A	# Credits:	8
Course Title: (60 characters max)	ESOL VESL Support Course II	Transcript Title (30 characters max)	VESL Support Course II
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 80 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
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	
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 type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides English language support for ESOL learners while they are concurrently enrolled in the program's designated second term CTE courses. Runs 80 hours per term concurrently with the CTE courses. Prerequisite: Department permission required.		

Addendum to Course Description:	
---------------------------------	--

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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 checked="" type="checkbox"/> Placement into: (at least) – i.e. must be at ESOL level 5 or higher in all 3 skill areas: reading, writing, and communication		<input type="checkbox"/> Placement into:	
course prefix & number: ESOL 150/150N – Level 5 reading	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ESOL 152/152N – Level 5 writing	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ESOL 154/154N – Level 5 communication	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Read modified and some authentic materials related to employment area • Write a variety of correspondence related to employment • Orally communicate effectively in English in a variety of employment settings • Set long term personal and professional goals
Course activities and design: (from CCOG)	The VESL Support Course II teaches a variety of job skills while simultaneously providing language support (reading, writing and oral communication) for the CTE courses in the second term of the specified VESL program. This support may include instruction in skills and activities that can be adjusted to the requirements of the specific technical content area. In addition, integrated ESOL skills will always be taught with the objective of improving reading, writing and communication.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Active participation in job readiness development • Successful completion of all assignments related to the course
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes & Concepts <ul style="list-style-type: none"> • English language proficiency in reading, writing and oral communication • Success in college level courses • Job readiness • Transition to work • Problem solving • Cultural Awareness • Personal expression/reflection

	<p>Skills - Reading</p> <ul style="list-style-type: none"> • Read, understand, follow directions • Use skimming and scanning to find specific information • Develop questions based on readings • Work in groups to define, analyze, and solve problems • Use a monolingual, adult, ESL dictionary of American English and other references • Read for comprehension under time constraints • Develop vocabulary • Read authentic materials related to the field of study, including manuals, directions and text <p>Skills – Writing</p> <ul style="list-style-type: none"> • Grammar Review and Instruction: phrases and clauses; verbs and related structures; other parts of speech; mechanics • Written communication: writing and editing basic paragraphs and short essays; improvement in ability to communicate through emails and letters; strengthen confidence in written communications; resume and cover letter writing <p>Skills – Oral Communication</p> <ul style="list-style-type: none"> • Learn conventions of the job interview via mock interviews • Develop strategies for informational interviews • Practice effective telephone communication • Recognize idioms and jargon, especially related to the field of study • Choose appropriate words and word forms • Recognize and use correct word order most of the time • Communicate effectively in all tenses • Use question and negative forms correctly most of the time • Participate by contributing and connecting ideas • Begin to develop strategies to achieve intelligibility • Begin to backtrack and restructure smoothly in conversation • Listen, understand, take notes and follow directions appropriate to the field of study • Develop discussion skills (asking clarification, questions to negotiate meaning, rejoinders, confirmation) to participate in job interviews, workplace meetings and small group discussions
Reason for the new course	<p>The ESOL program is partnering with a variety of CTE programs to provide vocational pathways for English Language learners. This course is targeted at the ESOL population and provides a legitimate and valued exit point from the complete ESOL 8 level curriculum. At levels 5 and 6 students may choose to continue through on the “academic” track (i.e. complete level 8 and move into RD 115 and WR 115) or they may choose to exit and pursue a vocational path. This course provides the language support necessary for student success in these technical courses during the second term of the VESL program.</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	N/A
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 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.	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.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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 (type name)	Email
Joanna Sullivan	Joanna.sullivan@pcc.edu
SAC Administrative Liaison (type name)	Email
Karen Sanders	ksanders@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:	ESOL	Submitter name Phone Email	Karen Sanders X7085 ksanders@pcc.edu
Course Prefix and Number:	ESOL 59B	# Credits:	8
Course Title: (60 characters max)	ESOL VESL Support Course III	Transcript Title (30 characters max)	VESL Support Course III
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 80 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
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	
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 type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides English language support for ESOL learners while they are concurrently enrolled in the program's designated third term CTE courses. Runs 80 hours per term concurrently with the CTE courses. Prerequisite: Department permission required.		

Addendum to Course Description:	
---------------------------------	--

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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 checked="" type="checkbox"/> Placement into: (at least) – i.e. must be at ESOL level 5 or higher in all 3 skill areas: reading, writing, and communication		<input type="checkbox"/> Placement into:	
course prefix & number: ESOL 150/150N – Level 5 reading	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ESOL 152/152N – Level 5 writing	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ESOL 154/154N – Level 5 communication	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Read authentic materials related to employment area • Write a variety of correspondence related to employment • Orally communicate effectively in English in a variety of employment settings • Carry out short and long term personal goals
Course activities and design: (from CCOG)	The VESL Support Course III teaches a variety of job skills while simultaneously providing language support (reading, writing and oral communication) for the CTE courses in the third term of the specified VESL program. This support may include instruction in skills and activities that can be adjusted to the requirements of the specific technical content area. In addition, integrated ESOL skills will always be taught with the objective of improving reading, writing and communication.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Active participation in job readiness development • Successful completion of all assignments related to the course
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes & Concepts <ul style="list-style-type: none"> • English language proficiency in reading, writing and oral communication • Success in college level courses • Job readiness • Transition to work • Problem solving • Cultural Awareness • Personal expression/reflection

	<p>Skills - Reading</p> <ul style="list-style-type: none"> • Read, understand, follow directions • Use skimming and scanning to find specific information • Develop questions based on readings • Work in groups to define, analyze, and solve problems • Use a monolingual, adult, ESL dictionary of American English and other references • Read for comprehension under time constraints • Develop vocabulary • Read authentic materials related to the field of study, including manuals, directions and text <p>Skills – Writing</p> <ul style="list-style-type: none"> • Grammar Review and Instruction: phrases and clauses; verbs and related structures; other parts of speech; mechanics • Written communication: writing and editing basic paragraphs and short essays; improvement in ability to communicate through emails and letters; strengthen confidence in written communications; resume and cover letter writing <p>Skills – Oral Communication</p> <ul style="list-style-type: none"> • Learn conventions of the job interview via mock interviews • Develop strategies for informational interviews • Practice effective telephone communication • Recognize idioms and jargon, especially related to the field of study • Choose appropriate words and word forms • Recognize and use correct word order most of the time • Communicate effectively in all tenses • Use question and negative forms correctly most of the time • Participate by contributing and connecting ideas • Begin to develop strategies to achieve intelligibility • Begin to backtrack and restructure smoothly in conversation • Listen, understand, take notes and follow directions appropriate to the field of study • Develop discussion skills (asking clarification, questions to negotiate meaning, rejoinders, confirmation) to participate in job interviews, workplace meetings and small group discussions
Reason for the new course	<p>The ESOL program is partnering with a variety of CTE programs to provide vocational pathways for English Language learners. This course is targeted at the ESOL population and provides a legitimate and valued exit point from the complete ESOL 8 level curriculum. At levels 5 and 6 students may choose to continue through on the “academic” track (i.e. complete level 8 and move into RD 115 and WR 115) or they may choose to exit and pursue a vocational path. This course provides the language support necessary for student success in these technical courses during the final term of the VESL program.</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	N/A
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 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.	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.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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 (type name)	Email
Joanna Sullivan	Joanna.sullivan@pcc.edu
SAC Administrative Liaison (type name)	Email
Karen Sanders	ksanders@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:	ESOL	Submitter name Phone Email	Karen Sanders X7085 ksanders@pcc.edu
Course Prefix and Number:	ESOL 59C	# Credits:	8
Course Title: (60 characters max)	ESOL VESL Support Course III	Transcript Title (30 characters max)	VESL Support Course IV
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 80 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
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
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 type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides English language support for ESOL learners while they are concurrently enrolled in the program's designated final term CTE courses. Runs 80 hours per term concurrently with the CTE courses. Prerequisite: Department permission required.		

Addendum to Course Description:	
---------------------------------	--

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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 checked="" type="checkbox"/> Placement into: (at least) – i.e. must be at ESOL level 5 or higher in all 3 skill areas: reading, writing, and communication		<input type="checkbox"/> Placement into:	
course prefix & number: ESOL 150/150N – Level 5 reading	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ESOL 152/152N – Level 5 writing	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number: ESOL 154/154N – Level 5 communication	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Read authentic materials related to employment area • Write a variety of correspondence related to employment • Orally communicate effectively in English in a variety of employment settings • Carry out short and long term professional goals
Course activities and design: (from CCOG)	The VESL Support Course IV teaches a variety of job skills while simultaneously providing language support (reading, writing and oral communication) for the CTE courses in the final term of the specified VESL program. This support may include instruction in skills and activities that can be adjusted to the requirements of the specific technical content area. In addition, integrated ESOL skills will always be taught with the objective of improving reading, writing and communication.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Active participation in job readiness development • Successful completion of all assignments related to the course
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes & Concepts <ul style="list-style-type: none"> • English language proficiency in reading, writing and oral communication • Success in college level courses • Job readiness • Transition to work • Problem solving • Cultural Awareness • Personal expression/reflection

	<p>Skills - Reading</p> <ul style="list-style-type: none"> • Read, understand, follow directions • Use skimming and scanning to find specific information • Develop questions based on readings • Work in groups to define, analyze, and solve problems • Use a monolingual, adult, ESL dictionary of American English and other references • Read for comprehension under time constraints • Develop vocabulary • Read authentic materials related to the field of study, including manuals, directions and text <p>Skills – Writing</p> <ul style="list-style-type: none"> • Grammar Review and Instruction: phrases and clauses; verbs and related structures; other parts of speech; mechanics • Written communication: writing and editing basic paragraphs and short essays; improvement in ability to communicate through emails and letters; strengthen confidence in written communications; resume and cover letter writing <p>Skills – Oral Communication</p> <ul style="list-style-type: none"> • Learn conventions of the job interview via mock interviews • Develop strategies for informational interviews • Practice effective telephone communication • Recognize idioms and jargon, especially related to the field of study • Choose appropriate words and word forms • Recognize and use correct word order most of the time • Communicate effectively in all tenses • Use question and negative forms correctly most of the time • Participate by contributing and connecting ideas • Begin to develop strategies to achieve intelligibility • Begin to backtrack and restructure smoothly in conversation • Listen, understand, take notes and follow directions appropriate to the field of study • Develop discussion skills (asking clarification, questions to negotiate meaning, rejoinders, confirmation) to participate in job interviews, workplace meetings and small group discussions
Reason for the new course	<p>The ESOL program is partnering with a variety of CTE programs to provide vocational pathways for English Language learners. This course is targeted at the ESOL population and provides a legitimate and valued exit point from the complete ESOL 8 level curriculum. At levels 5 and 6 students may choose to continue through on the “academic” track (i.e. complete level 8 and move into RD 115 and WR 115) or they may choose to exit and pursue a vocational path. This course provides the language support necessary for student success in these technical courses during the final term of the VESL program.</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	N/A
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 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.	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.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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 (type name)	Email
Joanna Sullivan	Joanna.sullivan@pcc.edu
SAC Administrative Liaison (type name)	Email
Karen Sanders	ksanders@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

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology & Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan 971-722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 270	Proposed prefix and number	
Current course title	Zoo Biology & Management Seminar	Proposed title (60 characters max)	Zoological Professional Development Seminar
# Credits	2	Proposed transcript title (30 characters max)	Zool Professional Develop Sem
Reason for title change	Course will be focused on professional and career development to prepare for graduation from the program, rather than simply a “catch all” seminar for random topics		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores a variety of current concepts and issues in Zoo Biology and Management. Prerequisite: BMZA 100 and SP 111. Department permission required. Audit available.	Provides advanced exploration and discussion of career options, pathways, and skills that are needed for identification and procurement of entry level positions, higher education, and training opportunities in the animal care field. Includes refinement of job search, resume writing and interview skills, and development of final

	portfolio projects. Corequisite BMZA 280B. Department permission required.
Reason for change	Course will replace the more general college CG 209 Job Finding Skills with information specifically taught within the BMZA program, and tied to preparation for interviewing for the final co-op experience. Additionally, the course will continue through the full term in a hybrid format so that when students are dispersed for BMZA 280B co-op (second half of term) they will continue online discussions and assignments with instructor and produce final portfolio projects.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Accurately and concisely communicate in oral and written form with the public and professionals regarding current topics and issues related to zoo biology and management.	Make informed decisions about career options and education/training requirements for employment and advancement in the animal care field. Communicate effectively with peers and potential employers in the animal care field using available methods, including, but not limited to, letters, email, and professional networking Research, apply and interview for employment in the animal care field. Professionally discuss workplace experiences and produce workplace project portfolios.
Reason for change	“Current topics and issues” are already well covered in various courses throughout the program. However this course was needed to incorporate final workplace skills in preparation for and in conjunction for final co-op experience and graduation.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: BMZA 100 and SP 111	<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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: BMZA 280B	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	4/30/13
SAC Administrative Liaison (type name)	Email	Date
Betsy Julian	betsy.julian@pcc.edu	4/30/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Biology & Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan 971-722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 270	Course title	Zoo Biology & Management Seminar

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10	Lecture	20
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	10	Total contact hours/term	20
Total credits	1	Total credits	2
Reason for change:	Changing course content to incorporate final job preparatory skills relevant to field and seminar discussions and portfolio projects from final workplace experiences.		

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 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:	Aviation Science	Submitter name phone and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Prefix and Course Number:	AVS-177	Credits:	4
Course Title: (60 characters max)	Pilot Human Factors and Safety Management	Transcript Title (30 characters max)	Pilot Human Factors and Safety
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times? N/A	Contact hours: PER QUARTER Lecture: 48 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Focuses on the impacts of human psychological and physiological factors on pilot performance and decision making quality, and effective Crew- and Single-pilot Resource Management (CRM and SRM) techniques. Covers effective participation in Safety Management Systems (SMS) as they apply to flight operations. Prerequisite: AVS-127			
Addendum to course description:			
Explores how human traits and limitations affect pilot performance and decisions, both in single-pilot and crew flight operations. Involves introspective exercises intended to help the student learn to recognize their own limitations and tendencies. Through lecture, incident/accident analysis, video presentations and			

homework assignments, the student will explore the traits, procedures, systems and attitudes that make an effective, safe, professional pilot.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into: **AVS or AVSH Majors Only**

☐ Placement into:

course prefix & number: AVS-127

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

Upon successful completion of this course, students will be able to:

1. Accurately identify their own personal psychological traits and biases and recognize aeronautical situations where those traits and biases might negatively influence decision-making quality;
2. Recognize situations where human physical limits may impair pilot performance, and factor these limitations into their decision-making process;
3. Analyze accident reports to identify where human limitations played a significant part;
4. Utilize all the assets available in making a risk analysis to determine the safest course of action during both pre-flight and in-flight decision-making processes;
5. Manage pilot workload using established Crew Resource Management and Single-pilot Resource Management procedures;
6. Effectively participate as a pilot in the Safety Management System established where they conduct flight operations.

Course activities and design: **(from CCOG)**

Material will be introduced in the classroom, and assignments will guide the student their exploration of the subject. The assignments will include papers written in response to articles, videos, books and accident/incident reports. Some assignments will include specific introspective exercises.

Outcomes assessment strategies: **(from CCOG)**

Written tests, homework, case studies and/or projects will be used to assess the student outcomes.

Course Content:
Themes, Concepts,
Issues and Skills:
[\(from CCOG\)](#)

Aeronautical Decision-Making (ADM)
Pilot fitness assessment
Aircraft assessment
Environmental factors
External operational pressures
Risk assessment matrixes
Hazardous attitudes
Stress assessment and management
Flight physiology
Night vision
High-altitude considerations

	Pilot fatigue Alcohol / Drugs Single-pilot Resource Management (SRM) Task Management External Resources Checklist Usage Situational Awareness Controlled Flight Into Terrain Awareness Automation Management Crew Resource Management (CRM) Technical Proficiency Team Management Workload Management Situational Awareness Management Decision Making and Planning Accident Analysis NTSB Accident Database Exploration NASA ASRS Incident Database Exploration Cockpit Voice Recorder Transcript Analysis Safety Management Systems (SMS)
--	--

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.	This material was originally taught as part of AVS-127 Intro to Aviation. It has grown to the point where a separate course was needed to provide the time necessary to cover all this material. This will leave room in AVS-127 for more industry-focused introduction.	
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):	Aviation Science Airplane, Airplane with Flight Instructor, and Helicopter.	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be a requirement for all three AVS/AVSH degree options.	

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 in CTE Courses 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 other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None.
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013

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

Portland Community College

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:	Aviation Science	Submitter name phone and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Prefix and Course Number:	AVS-217	Credits:	4
Course Title: (60 characters max)	Aviation Weather Services	Transcript Title (30 characters max)	Aviation Weather Services
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times? N/A	Contact hours: PER QUARTER Lecture: 48 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Provides students with detailed exposure to, and practice with, aviation weather products that are used to make pre-flight and in-flight decisions, including forecasts, observations, maps and charts. Prerequisite: AVS-127 and GS-109			
Addendum to course description:			
This course will cover procuring via a variety of methods and interpreting the following charts, and using the information to build an accurate mental image of the weather along the intended route of flight: <ul style="list-style-type: none"> • METAR's 			

- TAF's
- PIREP's
- AIRMET's and SIGMET's
- Satellite maps/charts
- Radar maps/charts
- Weather Analysis Charts
- Prognostic Charts
- National Convective Weather Forecast
- Graphical Turbulence Guidance

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into: **AVS or AVSH Majors Only**

☐ Placement into:

course prefix & number: AVS-127

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: GS-109

☒ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

Upon successful completion of this course, students will:

1. Determine which aviation weather services are appropriate to access for a given flight, both during pre-flight planning and in-flight;
2. Access the above services via phone, radio and/or internet, as available and appropriate;
3. Interpret the information provided by these services to create an accurate mental image of the weather along their intended route of flight, and;
4. Make timely, accurate, safety-centered decisions with regard to the weather.

Course activities and design: **(from CCOG)**

Realistic scenarios will be used to allow students to practice obtaining, interpreting and using each of the aviation weather products.

Outcomes assessment strategies: **(from CCOG)**

Students will be assessed through homework and a final project.

Course Content: Themes, Concepts, Issues and Skills: [\(from CCOG\)](#)

Each week the students will be assigned a specific, realistic flight and be asked to focus on obtaining, interpreting and applying specific weather products for that flight.

- METAR's
- TAF's
- PIREP's
- AIRMET's and SIGMET's
- Satellite maps/charts
- Radar maps/charts
- Weather Analysis Charts

- Prognostic Charts
- National Convective Weather Forecast
- Graphical Turbulence Guidance

The final project will involve applying ALL weather products to a cross-country flight.

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.	Student performance on the oral portion of FAA checkrides and stage checks has indicated that more depth in this area is indicated.	
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):	Aviation Science Airplane, Airplane with Flight Instructor, and Helicopter.	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be a requirement for all three AVS degree options. GS-109 is a prerequisite in order to insure that they have the weather theory background to understand the weather products.	

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 in CTE Courses](#) 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 checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of	No.

this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No. General Science department (Laura Fellman) was contacted because this is related to weather and their GS-109 Meteorology class is currently an AVS requirement; They do not see any potential conflict, and are happy to see that GS-109 will still be required.
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. General Science department (Laura Fellman) was contacted because this is related to weather and their GS-109 Meteorology class is currently an AVS requirement; They do not see any potential conflict, and are happy to see that GS-109 will still be required.
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-115	Proposed prefix and number	No Change
Current course title	Helicopter Private Flight	Proposed title (60 characters max)	No Change
# Credits	5	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the operation of helicopters. Explores fundamentals of flight, emergency procedures, air traffic control and operational procedures. Includes preparation for the FAA Private Pilot Rotorcraft Helicopter	Covers the operation of helicopters. Explores fundamentals of flight, emergency procedures, air traffic control and operational procedures. Provides the flight and ground instruction required to qualify to take the FAA Private Pilot Rotorcraft Helicopter knowledge and practical tests. Flight training fees apply and cover a

practical test. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Coreq: AVS 107 and AVS 110. Prerequisite: Placement into MTH 65 and WR 121.	specific amount of training; Additional funds may be required. Coreq: AVS 107. Prerequisite: AVS-127 and Placement into MTH 65 and WR 121.
Reason for change	Inclusion of ground training previously included in AVS-110, which is being eliminated.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Qualify to apply for and take the FAA Helicopter Private Pilot practical test; b. Take responsibility as Pilot In Command to competently perform preflight duties and all other procedures necessary for the safe conduct of a flight as a Private Pilot; c. Draw from a broad base of experience gained from training scenarios to exercise safe judgment in all flight related decisions. 	<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Qualify to take the FAA Helicopter Private Pilot knowledge and practical tests; b. Take responsibility as Pilot In Command to competently perform preflight duties and all other procedures necessary for the safe conduct of a flight as a Private Pilot; c. Draw from a broad base of experience gained from training scenarios to exercise safe judgment in all flight related decisions.
Reason for change	Inclusion of written test outcome that was previously part of AVS-110, which is being eliminated.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . MTH 65 and WR 121			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-127	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-125	Proposed prefix and number	No Change
Current course title	Airplane Private Flight	Proposed title (60 characters max)	No Change
# Credits	5 (up from 4)	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Familiarizes student with operation of single engine aircraft. Fundamentals of flight, air traffic control and operational procedures are explored. Prepares student for the FAA Private Pilot Airplane practical test. Flight	Covers operation of single-engine airplanes as it applies to FAA certified Private Pilot operations. Explores fundamentals of flight, air traffic control, operational procedures and aeronautical decision making. Provides the required ground and flight

<p>training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. The AVS 121, 122, 123 sequence is an alternative equivalent to this course. Coreq: AVS 107 and AVS 120. Prerequisite: MTH 60, WR 115 and AVS 127.</p>	<p>instruction and experience in preparation for FAA knowledge and practical tests. Flight training fees cover a specific amount of training; additional fees may be require. Corequisite: AVS-107. Prerequisites: AVS-127 Placement into MTH 65 and WR 121 or higher.</p>
Reason for change	Inclusion of ground training. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Apply for and take the FAA Private Pilot practical test; Obtain certification as a Private Pilot, Single Engine Land; Exercise safe judgment in all flight related decisions. Take responsibility as Pilot In Command to competently conduct the planning, preflight action, weather analysis and other procedures necessary to safely conduct flights appropriate to a Private Pilot certificate. 	<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Qualify to take the FAA Private Pilot Airplane knowledge and practical tests; Take responsibility as Pilot In Command to competently perform preflight duties and all other procedures necessary for the safe conduct of a flight as an airplane Private Pilot; Draw from a broad base of experience gained from training scenarios to exercise safe judgment in all flight related decisions.
Reason for change	Inclusion of written test outcome that was previously part of AVS-120, which is being eliminated, and changed for consistency with AVS-115.

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 align="center">Current prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>	
<input type="checkbox"/>	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
<input type="checkbox"/>	Placement into: .

prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 60, WR 115, AVS-127	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: . MTH 65 and WR 121			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-127	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-127	Proposed prefix and number	No Change
Current course title	Introduction to Aviation	Proposed title (60 characters max)	No Change
# Credits	4	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines aviation from early flight to future potentials. Introduces the career opportunities in all fields of aviation and outlines career advancement possibilities. Provides a general overview of	Examines the aviation industry from early flight to future potentials. Introduces the career opportunities in a variety of fields of aviation, with focus on professional airplane or helicopter pilot careers. Provides a general overview of pilot flight training including certificates, ratings and training

pilot certificates and ratings and training aircraft used. The effects of human factors on pilot judgment are explored. May include visits to area aviation facilities. Open to the general public.	aircraft used. Open to the general public.
Reason for change	Removal of human factors; this material is being moved to a new course, AVS-177.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Begin an informed exploration of aviation careers. Understand the requirements for earning FAA pilot certificates and ratings. Recognize and take into consideration attitudes and biases that lead to unsafe decisions. Exercise and practice cockpit resource management techniques to enhance the safety of both solo pilot and two-pilot operations. Recognize the impact of human physiology on the safety of flight. 	<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> Name the FAA certificates and ratings that apply to their desired career path, and describe in general terms what training is required to earn them; Name at least one viable aviation-related job that would be of interest to them, and describe in general terms the requirements for that job; Develop a general outline of a career path that might lead them to the aviation position that they desire; Articulate an understanding of key events in the development of the aviation industry as we know it today; and Identify key issues that influence cultural, racial and gender diversity in aviation.
Reason for change	Removal of human factors outcomes (moved to new course) and general re-write.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-135	Proposed prefix and number	No Change
Current course title	Airplane Instrument Flight	Proposed title (60 characters max)	No Change
# Credits	4 (up from 3)	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Receive training in instrument flight operations including basic attitude instrument skills, radio navigation, departure and approach procedures and instrument cross-country planning and flying. Prepares student for the	Receive training in instrument flight operations including basic attitude instrument skills, radio navigation, departure and approach procedures and instrument cross-country planning and flying. Provides required flight and ground instruction in preparation for the FAA Instrument Rating – Airplane knowledge and practical

FAA Instrument Rating - Airplane practical test. The AVS 131, 132, 133 sequence is an equivalent alternative to this course. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 125 or AVS 123. Corequisite: AVS 107 and AVS 130.	tests. Flight training fees apply and cover a specific amount of training; additional fees may be required. Prerequisite: AVS 125. Corequisite: AVS 107.
Reason for change	Inclusion of ground training previously received in AVS-130, which is being eliminated. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion of this course the student should be able to: <ol style="list-style-type: none"> Apply for and take the FAA Private Pilot practical test; Obtain certification as a Private Pilot, Single Engine Land; Exercise safe judgment in all flight related decisions. Take responsibility as Pilot In Command to competently conduct the planning, preflight action, weather analysis and other procedures necessary to safely conduct flights appropriate to a Private Pilot certificate. 	Upon successful completion of this course the student should be able to: <ol style="list-style-type: none"> Qualify to take the FAA knowledge and practical tests for the Airplane Instrument rating; Take responsibility as Pilot In Command to competently conduct the planning, preflight action, weather analysis and other procedures necessary to safely conduct flights under Instrument Flight Rules. Exercise the flying skills necessary to conduct safe flights solely by reference to instruments.
Reason for change	Inclusion of written test outcome that was previously part of AVS-130, which is being eliminated.

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

Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

<input type="checkbox"/> Placement into: .			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 60, WR 115, AVS-127	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-125	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-145	Proposed prefix and number	No Change
Current course title	Airplane Introduction to Commercial Flight	Proposed title (60 characters max)	No Change
# Credits	4 (up from 3)	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Begins commercial pilot training activities and includes cross-country flight operations and a review of previous items learned during private pilot training. Students will learn how to plan and execute a cross-country	Begins commercial pilot training activities and includes cross-country flight operations and a review of previous items learned during private and instrument pilot training. Explores how to plan and execute a cross-country flight as a commercial pilot. Provides ground training required to take the FAA Commercial Airplane knowledge test.

flight as a commercial pilot. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. The AVS 141, 142, 143 sequence is an equivalent alternative to this course. Prerequisites: AVS 135 or AVS 133. Coreq: AVS 107 and AVS 140.	Flight training fees apply and cover a specific amount of training; additional funds may be required. Prerequisite: AVS 135 Corequisite: AVS 107
Reason for change	Inclusion of ground training previously included in AVS-140, which is being eliminated. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion of this course the student should be able to: <ol style="list-style-type: none"> Plan and execute cross-country flights to the standards of a commercial pilot. Take responsibility as Pilot In Command to approach cross-country flights with confidence and authority. Exercise sound judgment and make safe decisions while maintaining contingency plans and a high level of situational awareness during cross-country flights.. 	Upon successful completion of this course the student should be able to: <ol style="list-style-type: none"> Plan and execute cross-country flights to the standards of a commercial pilot; Take responsibility as Pilot In Command to approach cross-country flights with confidence and authority; Exercise sound judgment and make safe decisions while maintaining contingency plans and a high level of situational awareness during cross-country flights; and Qualify to take the FAA Commercial Airplane knowledge test.
Reason for change	Inclusion of knowledge test outcome that was previously part of AVS-140, which is being eliminated.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number: MTH 60, WR 115, AVS-135 or 133	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-135	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-156	Proposed prefix and number	No Change
Current course title	Helicopter Basic Comm/Instr	Proposed title (60 characters max)	No Change
# Credits	5 (up from 4)	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces commercial pilot training activities and training for the Instrument rating. Includes crosscountry flight procedures, emergency procedures and procedures for flight by reference to	Introduces commercial pilot training activities. Includes cross-country flight procedures, emergency procedures and procedures for flight by reference to instruments as well as training in basic commercial maneuvers. Provides required flight and ground training for the FAA knowledge and practical tests for the Helicopter Instrument rating.

<p>instruments as well as training in basic commercial maneuvers. Students must hold a private pilot certificate prior to enrollment. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 115. Coreq: AVS 107 and AVS 130.</p>	<p>Flight training fees apply and cover a specific amount of training; Additional fees may be required. Prerequisite: AVS 115. Corequisite: AVS 107.</p>
Reason for change	Inclusion of ground training previously received in AVS-130, which is being eliminated. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Perform basic commercial maneuvers with no instructor assistance. b. Take responsibility as Pilot In Command, perform preflight duties and all other procedures necessary for the safe conduct of cross-country flights flight under both Visual and Instrument Flight Rules (VFR and IFR), to Commercial Pilot standards, drawing on a broad base of experience gained in the training scenarios. c. Maintain contingency plans and a high level of situational awareness during both VFR and IFR cross-country flights. d. Qualify to apply for and take the FAA Instrument Rating practical test 	<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Perform basic commercial maneuvers with no instructor assistance; b. Take responsibility as Pilot In Command, perform preflight duties and all other procedures necessary for the safe conduct of cross-country flights flight under both Visual and Instrument Flight Rules (VFR and IFR), to Commercial Pilot standards, drawing on a broad base of experience gained in the training scenarios; c. Maintain contingency plans and a high level of situational awareness during both VFR and IFR cross-country flights; and d. Qualify to take the FAA Instrument Helicopter Rating knowledge and practical tests.
Reason for change	Inclusion of written test outcome that was previously part of AVS-130, which is being eliminated.

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

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 60, WR 115	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-107	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-115	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-216	Proposed prefix and number	No Change
Current course title	Helicopter Advanced Commercial	Proposed title (60 characters max)	No Change
# Credits	5	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Continues the Commercial Pilot Rotorcraft Helicopter training activities. Includes review of previous items learned as well as advanced commercial maneuvers. Includes training focused on specialty	Continues the Commercial Pilot Rotorcraft Helicopter training activities. Includes review of previous items learned as well as advanced commercial maneuvers. Includes training focused on specialty commercial operations appropriate to the desired career. Provides flight and ground training to qualify to take the FAA

commercial operations appropriate to the desired career. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 155. Coreq: AVS 207 and AVS-150.	knowledge and practical Helicopter Commercial Pilot tests. Flight training fees apply and cover a specific amount of training; Additional funding may be required. Prerequisite: AVS 156. Coreq: AVS 207.
Reason for change	Inclusion of ground training previously received in AVS-150, which is being eliminated. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Qualify to apply for and take a Commercial Helicopter FAA practical test; b. Exercise good judgment and make safe decisions as a Commercial Pilot in both VFR and IFR operations, drawing on a broad range of experience gained in the training scenarios; c. Take responsibility for all preflight and inflight duties as Pilot In Command for commercial operations. 	<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Qualify to take the Commercial Helicopter FAA knowledge and practical tests; b. Exercise good judgment and make safe decisions as a Commercial Pilot in both VFR and IFR operations, drawing on a broad range of experience gained in the training scenarios; c. Take responsibility for all preflight and inflight duties as Pilot In Command for commercial operations.
Reason for change	Inclusion of written test outcome that was previously part of AVS-150, which is being eliminated.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number: AVS-155	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-156	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-236	Proposed prefix and number	No Change
Current course title	Airplane MEI Flight	Proposed title (60 characters max)	No Change
# Credits	3 (up from 2)	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores how to present, explain, demonstrate and assess flight-related skills and knowledge related to all levels of airplane multi-engine training, while flying from the Instructor's seat. Provides preparation	Explores how to present, explain, demonstrate and assess flight-related skills and knowledge related to all levels of airplane multi-engine training, while flying from the Instructor's seat. Provides training required to prepare for the initial FAA Certified Flight Instructor knowledge and practical tests, and the FAA Fundamentals of

for the FAA Certified Flight Instructor Multi-Engine practical test. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS-225. Co-requisites: AVS 207, AVS 230.	Instructing knowledge test. Flight training fees apply and cover a specific amount of training; additional funding may be required. Prerequisite: AVS-225. Co-requisites: AVS 207
Reason for change	Inclusion of ground training previously included in AVS-230, which is being eliminated. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Fly required maneuvers in multi-engine airplanes to FAA Practical Test Standards from the right (instructor) seat. Qualify to apply for and take the FAA Flight Instructor Multi-engine practical test. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates in multi-engine airplanes. 	<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Fly required maneuvers in multi-engine airplanes to FAA Practical Test Standards from the right (instructor) seat. Qualify to take the FAA Certified Flight Instructor practical test in a multi-engine airplane, and qualify to take the FAA Certified Flight Instructor and Fundamentals of Instructing knowledge tests. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates in multi-engine airplanes.
Reason for change	Inclusion of written test outcome that was previously part of AVS-230, which is being eliminated.

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 60, WR 115, AVS-225	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-225	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-243	Proposed prefix and number	No Change
Current course title	Airplane SE CFI Ground/Flight	Proposed title (60 characters max)	No Change
# Credits	1	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Includes subject areas for a single-engine land (SEL) Airplane rating on a Flight Instructor certificate. Covers the aeronautical skill and knowledge necessary to apply for the FAA Flight Instructor – SEL practical test. Flight	Includes subject areas for a single-engine land (SEL) Airplane rating on a Flight Instructor certificate. Covers the aeronautical skill and knowledge necessary to apply for the FAA Flight Instructor – SEL practical test. Flight training fees apply and cover a specific amount of training; Additional funds may be required. Prerequisites:

training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisites: AVS 230, AVS 236. Co-requisite: AVS 207.	AVS 236. Co-requisite: AVS 207.
Reason for change	Remove AVS-230 prereq from the 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> a. Fly required maneuvers in single-engine airplanes to FAA Practical Test Standards from the right (instructor) seat. b. Qualify to apply for and take the FAA Flight Instructor single-engine practical test. c. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates in single-engine airplanes. 	No Changes.
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-230 and AVS-236	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-236	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Science	Submitter name Phone Email	Larry Altree, 971-722-7457, laltree@pcc.edu
Current prefix and number	AVS-265	Proposed prefix and number	No Change
Current course title	Helicopter CFI Flight	Proposed title (60 characters max)	No Change
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides the opportunity to present, explain, demonstrate and assess flight-related skills and knowledge related to all levels of helicopter training, including Instrument, while flying from the Instructor's seat.	Provides the opportunity to present, explain, demonstrate and assess flight-related skills and knowledge related to all levels of helicopter training, including Instrument, while flying from the Instructor's seat. Provides training required to prepare for the initial FAA Certified Flight Instructor and Instrument Instructor knowledge and

Includes preparation for the FAA Certified Flight Instructor and Instrument Instructor practical tests. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 216. Co-requisites: AVS 207, AVS 260.	practical tests, and the FAA Fundamentals of Instructing knowledge test. Flight training fees apply and cover a specific amount of training; Additional funding may be required. Prerequisite: AVS 216. Co-requisites: AVS 207.
Reason for change	Inclusion of ground training previously received in AVS-260, which is being eliminated. Re-written to reflect guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Fly and teach required maneuvers from the left (instructor) seat to FAA Practical Test Standards. Qualify to apply for and take the FAA CFI and CFII practical tests. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates. 	<p>Upon successful completion of this course the student should be able to:</p> <ol style="list-style-type: none"> Fly and teach required maneuvers from the left (instructor) seat to FAA Practical Test Standards. Qualify to take the FAA Helicopter Certified Flight Instructor and Helicopter Instrument Instructor knowledge and practical tests, and qualify to take the FAA Fundamentals of Instructing knowledge test. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates.
Reason for change	Inclusion of written test outcome that was previously part of AVS-260, which is being eliminated.

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: AVS-207 and 260

☐ Prerequisite

☒ Corequisite

☐ pre/con

prefix & number: AVS-216	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AVS-207	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: AVS-216	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	4/30/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	4/30/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Aviation Science	Submitter name, phone, and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Course prefix and number	AVS-125	Course title	Airplane Private Flight

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	80-96	Lecture/Lab	100-120
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	4	Total credits	5
Reason for change:	Inclusion of ground training that was formerly part of AVS-120, which is being eliminated.		

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 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	Aviation Science	Submitter name, phone, and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Course prefix and number	AVS-135	Course title	Airplane Instrument Flight

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	60-72	Lecture/Lab	80-96
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	3	Total credits	4
Reason for change:	Inclusion of ground training that was formerly part of AVS-130, which is being eliminated.		

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 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	Aviation Science	Submitter name, phone, and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Course prefix and number	AVS-145	Course title	Airplane Introduction to Commercial Flight

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	60-72	Lecture/Lab	80-96
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	3	Total credits	4
Reason for change:	Inclusion of ground training that was formerly part of AVS-140, which is being eliminated.		

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 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	Aviation Science	Submitter name, phone, and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Course prefix and number	AVS-156	Course title	Helicopter Basic Comm/Instr

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	80-96	Lecture/Lab	100-120
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	4	Total credits	5
Reason for change:	Inclusion of ground training that was formerly part of AVS-130, which is being eliminated.		

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 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	Aviation Science	Submitter name, phone, and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Course prefix and number	AVS-236	Course title	Airplane MEI Flight

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	40-48	Lecture/Lab	60-72
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	2	Total credits	3
Reason for change:	Inclusion of ground training that was previously in AVS-230, which is being eliminated.		

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 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	Aviation Science	Submitter name, phone, and email	Larry Altree, 971-722-7457, laltree@pcc.edu
Course prefix and number	AVS-244	Course title	Airplane CFII Ground/Flight

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	20-24	Lecture/Lab	40-48
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	1	Total credits	2
Reason for change:	This course needed additional contact hours to increase the quality of instruction and enable students to better meet the course outcomes, specifically an increase in ground instruction time.		

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 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 check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	971 722-5424
		Email	cbruneau@pcc.edu
Current prefix and number	EM 103	Proposed prefix and number	
Current course title	Introduction to Radio Communications	Proposed title (60 characters max)	Information Systems for Emergency Management
# Credits	3	Proposed transcript title (30 characters max)	Info Systems in EM
Reason for title change	Update course to include new communications technologies		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the technology of two-way radio communications, as applied to emergency services. Introduces how telecommunicators provide the communications link between agencies, field responders and the public. Includes	Introduces communications technologies used in emergency response, including telephone, radio and computer systems. Includes the operation and components of two-way radio and radio broadcasting procedures. Explores the link communications specialists provide between agencies, responders and

the operation and components of two-way radio and proper radio broadcasting procedures for all First Responders. Prerequisite: WR 115. Audit available.	the public. Examines current standards and practices utilizing social media, GIS and GPS, mapping technology, video monitoring and other technologies and security systems. Prerequisite: WR 115. Audit available.
Reason for change	Bring curriculum up to date with current industry technologies and practices. Reflect the recent developments in communications methods and tools.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Use an understanding of the role and responsibilities of a radio dispatcher, when performing in the field. • Apply proper radio procedures to ensure responder and public safety. • Comply with all FCC rules and regulations governing emergency radio broadcasting. • Operate two-way radios in compliance with established policies and procedures. • Apply the proper use and maintenance of two-way radio equipment. 	<ul style="list-style-type: none"> • Operate two-way radios in compliance with established policies and procedures. • Comply with all FCC rules and regulations governing emergency radio broadcasting • Identify and understand the use of social media notifications in emergency management. • Use an understanding of GIS and other location and mapping technologies in disaster response and recovery. • Apply the organizational principles of the Incident Command System. • Identify and provide inputs to decision support and disaster model software and interpret outputs.
Reason for change	Bring curriculum up to date with current industry technologies and practices. Reflect the recent developments in communications methods and tools.

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/08/2013
SAC Administrative Liaison (type name)	Email	Date
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
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:	Emergency Services	Submitter name phone and email	Carol Bruneau
Prefix and Course Number:	EM 112	Credits:	3
Course Title: (60 characters max)	Theory of Homeland Security	Transcript Title (30 characters max)	Theory of Homeland Sec
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Introduces Homeland Security theory including: basic definitions, identification of threats and organizations, identification of resources, roles and responsibilities of emergency managers, first responders, law enforcement and the military, the coordination of various systems and levels of government.			
Addendum to course description:			
Intended to provide an overview of homeland security by introducing preparedness, prevention, mitigation, response and recovery and discussing the integration of local, state and federal resources. The focus is on U.S. policies and programs to address the risks posed by international and domestic			

terrorism in the modern era.

Identify 2 prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

- Articulate the management issues related to a homeland security incident
- Identify organizations involved in homeland security and their roles and responsibilities
- Apply prevention techniques
- Design preparation and readiness activities to minimize risks to society
- Understand and apply the integration of homeland security and emergency management in various situations

Course activities and design: **(from CCOG)**

- Readings and lecture on the components of a homeland security program
- Case studies:
Application of theories and concepts in homeland security
Application of appropriate systems and resources
- U.S. Department of Homeland Security online classes, readings and after action reports
- Writing research reports

Outcomes assessment strategies:
(from CCOG)

- Written assignments
- Analysis of case studies
- Written exams
- Application of textbook materials to situational exercises

Course Content:
Themes, Concepts,
Issues and Skills:
[\(from CCOG\)](#)

- Terrorism and asymmetric warfare
- Intelligence and counter-terrorism
- Border security, immigration and customs enforcement
- Transportation safety and security
- Cyber-security and critical infrastructure protection
- Weapons of mass destruction
- Policy and organizational context of homeland security

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.

Will this new course be part of an existing, currently approved PCC certificate and/or degree?

☒ Yes

☐ No

Name of certificate(s):

Emergency Management

credit: 51

Name of degree(s):

credit:

Will this new course be part of a new, proposed PCC certificate or degree?

☐ Yes

☒ No

Name of new certificate(s):

credit:

Name of new degree(s):

credit:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:

Is this course used to supply related instruction for a certificate?

☒ Yes

☐ No

If **no** is selected continue to part three.

If **yes** is selected complete the [Related Instruction in CTE Courses](#) 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

☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office)
☐ other (explain)

Transferability: Will this course transfer to another academic institution? Identify

Unknown

Impact on other Programs and Departments

Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.

No

Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.

No

Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been

reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/08/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name Phone Email	Carol Bruneau
Current prefix and number	EM 202	Proposed prefix and number	
Current course title	Principles & Practices of Hazard Mitigation	Proposed title (60 characters max)	Hazard Mitigation
# Credits	3	Proposed transcript title (30 characters max)	Hazard Mitigation
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
The disaster mitigation goal of governments is to develop disaster resistant communities. This course identifies hazard risks and associated mitigation programs and strategies and how to identify local mitigation opportunities and cost effective	Covers the identification of hazard risks and associated mitigation programs and strategies, includes how to identify local mitigation opportunities and cost effective solutions. Prerequisite: WR 121 and EM 110 or EM 112 or EM 114.

solutions. Prerequisite: EM 114.	
Reason for change	Any one of these 100 level courses will provide the basics of emergency management

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Relate current hazard mitigation practices from a historical perspective and through application of evolving theory. • Identify best practices, common mistakes and discuss various mitigation strategies. • Refine critical thinking and decision making as it applies to hazard mitigation • Demonstrate the practical application of mitigation theory in specific situations. 	<ul style="list-style-type: none"> • Apply current hazard mitigation theory to local risks and hazards • Identify specific mitigation strategies and best practices in risk analysis. • Analyze the impact of mitigation projects in areas of recurring disaster events. • Develop a mitigation plan
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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EM 114	<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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 .			
prefix & number: EM 110 or EM 112 or EM 114	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name Phone Email	Carol Bruneau
Current prefix and number	EM 203	Proposed prefix and number	
Current course title	Principles & Practices of Disaster Response I	Proposed title (60 characters max)	Disaster Response I
# Credits	4	Proposed transcript title (30 characters max)	Disaster Response I
Reason for title change	Remove unnecessary verbiage		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Uncovers the principles that promote effective disaster response practices in operations and management. It will examine the nature of disasters, the context of response operations, and the roles and responsibilities of various individuals and	Covers principles that promote effective disaster response practices in operations and management. Examines the nature of disasters, the context of response operations, and the roles and responsibilities of individuals and organizations. Prerequisite: WR 121 and EM 110 or EM 112 or EM 114.

organizations. This is the first of a two part sequence: EM 203 and 204. Prerequisite: EM 110 and EM 114.	
Reason for change	Any one of these 100 level courses will provide the basics of emergency management

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Discuss the response operations from a historical perspective. • Discuss and apply theory of response operations • Identify best practices, common mistakes and application of various response strategies. • Develop critical thinking and analytical skills as they apply to response operations. 	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EM 114	<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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input checked="" type="checkbox"/> Placement into: WR 121 .			
prefix & number: EM 110 or EM 112 or EM 114	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name Phone Email	Carol Bruneau
Current prefix and number	EM 204	Proposed prefix and number	
Current course title	Principles & Practices of Disaster Response II	Proposed title (60 characters max)	Disaster Response II
# Credits	4	Proposed transcript title (30 characters max)	Disaster Response II
Reason for title change	Remove unnecessary verbiage		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Continues the investigation of response operations and management by focusing on various management systems. The Incident Command System, are command, multi-agency coordination systems, joint information system and other systems will	Investigates response operations and management with a focus on the Incident Command System, area command, multi-agency coordination systems, joint information system and other systems will all be examined. Prerequisite: WR 121 and EM 110 or EM 112 or EM 114

all be examined. Prerequisite: EM 203.	
Reason for change	Any one of these 100 level courses will provide the basics of emergency management

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Discuss the theory of various management systems. Describe the structure of a management system. Design a response organization. Identify the various response organization units. Demonstrate critical thinking and decision making in managing a response. 	<ul style="list-style-type: none"> Understand the various federal disaster management systems and the appropriate implementation of ICS, NIMS and Unified Command. Describe the structure of a management system. Design a response organization Identify the various response organization units and responsibilities in a disaster. Use critical thinking and decision making in managing a response.
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EM 114	<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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input checked="" type="checkbox"/> Placement into: WR 121			
prefix & number: EM 110 or EM 112 or EM 114	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name Phone Email	Carol Bruneau
Current prefix and number	EM 205	Proposed prefix and number	
Current course title	Disaster Recovery Operations	Proposed title (60 characters max)	Disaster Recovery
# Credits	3	Proposed transcript title (30 characters max)	Disaster Recovery
Reason for title change	Remove unnecessary verbiage		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the basic concepts and operational procedures and authorities involved in recovering from major disasters. It addresses Federal, State, and local government roles and responsibilities in major disaster recovery work, with an	Covers the basic concepts and operational procedures and authorities involved in recovering from major disasters. Addresses Federal, State, and local government roles and responsibilities in major disaster recovery work, with an emphasis on government coordination and solutions to problems that frequently

emphasis on government coordination and the solution of problems that frequently arise in recovery operations. Prerequisites: EM 110 and EM 114. Audit available.	arise in recovery operations. Prerequisites: WR 121 and EM 110 and EM 114. Audit available.
Reason for change	Any one of these 100 level courses will provide the basics of emergency management

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Identify the components of both short-term and long-term disaster recovery operations. Describe the roles and responsibilities of local, State, and Federal governments. Discuss the roles and responsibilities of private sector individuals and organizations, and Insurance providers. Describe the role of mitigation activities in recovery operations. Create a simple disaster recovery plan. 	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: EM 110 and EM 114	<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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 .			
prefix & number: EM 110 or EM 112 or EM 114	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Emergency Services	Submitter name	Carol Bruneau
		Phone	971 722-5424
		Email	cbruneau@pcc.edu
Current prefix and number	EM 210	Proposed prefix and number	EM 201
Current course title	Emergency Management Planning: Hazards & Disasters	Proposed title (60 characters max)	Disaster Planning & Preparedness
# Credits	4	Proposed transcript title (30 characters max)	Dis Planning & Preparedness
Reason for title change	Update course to reflect changing emphasis in profession on disaster preparedness		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Course will examine the concepts of writing an emergency operating plan and the elements necessary for inclusion in the plan (all-risk hazards planning). Students will begin with the process for identifying local hazards and resources, vulnerability and impact analysis,	Introduces disaster preparedness for individuals, businesses, communities and governments. Explores the design and preparation of disaster preparedness plans for individuals and local jurisdictions. Examines the relationships between government and

and public policy considerations. Using groups they will analyze their hazard assessments and write a basic plan. The groups will present their plans to the whole for critique. Actual emergency operating plans will be used to illustrate the planning requirements and results. Prerequisites: EM 110 and EM 114 and WR 121.	non-governmental organizations and services available in disasters.
Reason for change	Update course to reflect changing emphasis in profession on disaster preparedness

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Utilize the FEMA planning theory Describe the structure and content of an agency Discuss a Jurisdiction Plan and compare and contrast the plan with shift to shift Incident Action Plans. Prepare a variety of plans and annexes for emergency response Develop a standard operating procedure Prepare a planning meeting agenda Conduct and facilitate a planning meeting 	<ul style="list-style-type: none"> Utilize the FEMA planning theory Discuss preparedness activities appropriate to individuals, businesses, communities and governments. Select from pre-packaged state and federal programs appropriate to the audience Develop a preparedness program no applicable program is available or appropriate.
Reason for change	Update course to reflect changing emphasis in profession on disaster preparedness

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

Current prerequisites, corequisites and concurrent	
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
<input type="checkbox"/>	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
<input type="checkbox"/>	Placement into: . WR !21

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: . WR 121			
prefix & number: EM 110 or EM 112 or EM 114	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/08/2013
SAC Administrative Liaison (type name)	Email	Date
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
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:	Emergency Services	Submitter name phone and email	Carol Bruneau
Prefix and Course Number:	EM 228	Credits:	3
Course Title: (60 characters max)	Emergency Management: Capstone	Transcript Title (30 characters max)	EM: Capstone
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Covers the creation of a portfolio, documenting course work, activities, education and experience history. Includes the completion of a comprehensive personal history background. Provides discipline specific application process and disciple specific oral interview questions. Department permission required. Audit available.			
Addendum to course description:			

Identify 2 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 checked="" type="checkbox"/> Placement into: WR 121		<input type="checkbox"/> Placement into:	
course prefix & number: EM 110 or EM 112 or EM 114	<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

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See 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"> Complete pre-employment hiring documents with a high degree of accuracy and provide all pertinent information. Articulate knowledge, skills and abilities in a professional manner during oral interviews. Create and update a portfolio of employment related documents, certificates, examples of work product and any experiential activities related to employment field. Participation in a community, local or regional emergency management related drill or exercise, or obtain CERT or NET training, or volunteer with an organization which provides disaster relief or assistance, or some other emergency management related activity
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> Lecture on ethics in emergency management Gather data and complete employment application Develop several forms of resume and cover letters Create a portfolio of education, training and experience Practice interview techniques
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> Written assignments Applications Resume Portfolio Oral interview Written exam
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> Ethics in Emergency Management Job market in public sector Emergency Management Job market in private sector Emergency Management Hiring process in the public sector Hiring process in the private sector Interview skills and component parts of an effective answer

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.	Effective presentation of applications, background documents, written responses and oral interview responses are critical in obtaining employment in the field of Emergency Management	
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):	Emergency Management	# credit: 51
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses 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	Unknown
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of	

acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/08/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2013
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.		

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency TeleCommunicator/Emergency Management
Prefix and Course Number:	EM 103	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Information Systems for Emergency Management

Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation

Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Communication

Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)

40

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

- Operate two-way radios in compliance with established policies and procedures.
- Comply with all FCC rules and regulations governing emergency radio broadcasting
- Identify and understand the use of social media notifications in emergency management.
- Apply the organizational principles of the Incident Command System.
- Identify and provide inputs to decision support and disaster model software and interpret outputs.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- Create and present scenarios based upon a specific formula. Scenarios will be presented both in written form and verbally, using radio equipment.
- Apply accepted policies and procedures for prioritizing calls, based upon time frame and urgency.
- Utilize standard formats and verbiage in conveying vehicle and suspect descriptions.

- Practice all aspects of the communications cycle: Message, Medium, Sender, Receiver and Feedback, to ensure clarity and understanding in all communications.
- Apply commonly accepted techniques in controlling and directing communications.
- Guest speakers will be utilized to present in areas of specialized communications, such as, Life Flight, Search and Rescue, Public Transportation, and Public Information (Media).

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Identify and understand the use of social media notifications in emergency management. • Apply the organizational principles of the Incident Command System. • Identify and provide inputs to decision support and disaster model software and interpret outputs. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Work in small groups, as a team, on a weekly basis, developing increasingly complex scenarios based upon lecture material. • Discuss the various roles of responders from the three primary emergency services disciplines: Police, Fire and EMS. • Role-play to develop skills and employ standard techniques in dealing with angry, frustrated, upset, frightened or emotional callers in traumatic situations. • Demonstrate problem-solving skills based upon written procedures and mutual cooperation. • Provide critique/feedback to other students, in a productive, positive learning environment. • Practice cooperative responses and teamwork to promote positive call outcomes. • Discuss the variety of callers requesting services, including: non-English speakers, mentally ill, impaired, children and elderly, and other vulnerable populations and their special needs. Trouble shooting resources to assist all callers. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	.
<input checked="" type="checkbox"/> Communication	Education: Bachelor's Degree in one of the following fields of study: Communications,

	<p>Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency communications and at least one year as a trainer. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 112	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Theory of Homeland Security (2013)

Details of Related Instruction guidelines for [identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation

Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Communication

Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Human Relations

Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)

10

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.

- Identify organizations involved in homeland security and their roles and responsibilities
- Design preparation and readiness activities to minimize risks to society
- Understand and apply the integration of homeland security and emergency management in

various situations
Content (Activities, Skills, Concepts, etc.): provide details or specifics
<ul style="list-style-type: none"> • Work in small groups, as a team, on a weekly basis, developing increasingly complex scenarios based upon lecture material. • Discuss the various roles of responders to a terrorist event. • Describe the type of issues which might be encountered in incidents involving a highly diverse population. • Demonstrate problem-solving skills based upon written procedures and mutual cooperation.. • Practice cooperative responses and teamwork to promote positive call outcomes. • Identify the motivations and targets of both domestic and international groups.
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	.
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 114	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	History of US Hazards & Disasters (2013)

Details of Related Instruction guidelines for [identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation

Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)

10

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

- Discuss the importance of hazards and risks in business and government plans and programs.
- Identify the risks and hazards that exist in various regions of the U.S.
- Discuss population growth and migration and how it impacts disaster situations.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- Describe how disaster losses and costs are estimated.
- Discuss various methods of mitigating disaster impact based upon historical data.
- Identify disaster response funding sources and how they are implemented.
- Research costs of specific disasters, how losses are calculated.
- Document historical changes in disaster relief, including funding & resources.

Communication

Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)

10

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

- Discuss the importance of hazards and risks in business and government plans and programs.
- Identify the risks and hazards that exist in various regions of the U.S.
- Discuss population growth and migration and how it impacts disaster situations.
- Understand the concept of a “triggering event” and explain its significance.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- Describe the process required to establish a regional or national disaster declaration.
- Explain specific steps required to bring federal resources to a disaster.
- Discuss the level of responsibility and expenditure of resources required of local jurisdictions before outside aid is available.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Discuss the importance of hazards and risks in business and government plans and programs. • Identify the risks and hazards that exist in various regions of the U.S. • Discuss population growth and migration and how it impacts disaster situations. • Understand the concept of a “triggering event” and explain its significance. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Participate in group presentations on historical disasters to include impact upon the community, individuals and businesses. • Individual presentations on modern day disasters, including impact and lessons learned. • Research legislative and local code changes in response to disasters. • Identify stake holders in disaster response and recovery efforts. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education:</p> <p>Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience:</p> <p>At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p>

	<p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 202	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Hazard Mitigation

Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Identify specific mitigation strategies and best practices in risk analysis. Analyze the impact of mitigation projects in areas of recurring disaster events. Develop a mitigation plan 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Describe how disaster losses and costs are estimated. Discuss various methods of mitigating disaster impact based upon historical data. Identify disaster response funding sources and how they are implemented. Research costs of specific disasters, how losses are calculated. Document historical changes in disaster relief, including funding & resources. 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> Identify specific mitigation strategies and best practices in risk analysis. Analyze the impact of mitigation projects in areas of recurring disaster events. Develop a mitigation plan 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Participate in group presentations on historical disasters to include impact upon the community, individuals and businesses. Individual presentations on modern day disasters, including impact and lessons learned. Research legislative and local code changes in response to disasters. Identify stake holders in disaster response and recovery efforts. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications,</p>

Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

Experience:

At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 203	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Principles & Practices of Disaster Response I (2013)

Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Discuss and apply theory of response operations. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Demonstrate how funding of disaster response has changed by comparing costs of similar events over time. Design exercises and evaluation measuring: failed responses, adequate responses and best practices, including financial assistance from the federal government, NGO's and non-profits. Prepare documentation to track resources, expenditures, equipment and personnel 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Discuss the response operations from a historical perspective. Identify best practices, common mistakes and application of various response strategies. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Create documentation of roles and responsibilities for individuals and organizations. Practice critical thinking and decision making in various disaster scenarios. Apply federal documents and forms to specific disaster management functions. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Discuss the response operations from a historical perspective. • Identify best practices, common mistakes and application of various response strategies. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Compare the level of response and resources allocated to various ethnic and socio-economic groups in disaster events. • Identify specific problems in response operations when dealing with vulnerable populations • Discuss resources available to individuals based upon locale, city vs rural populations. 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 204	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Disaster Response II

Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Describe the structure of a management system. Design a response organization. Identify the various response organization units. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Discuss effective disaster response practices. Design an organizational chart for an ICS incident Prepare documentation to track resources, expenditures, equipment and personnel Calculate personnel and resource needs for a local incident 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Describe the structure of a management system. Demonstrate critical thinking and decision making in managing a response. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

- Create a visual showing emergency management roles within the Incident Command System and the National Incident Management System
- Prepare federal forms or documents identified in a FEMA response
- Participate in an operational planning meeting

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Identify the various response organization units. • Demonstrate critical thinking and decision making in managing personnel in a response. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Identify vulnerable populations in a disaster • Establish networking strategies with community resources • Design plans for responding to special needs 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 205	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Disaster Recovery

Details of Related Instruction guidelines for [identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Identify the components of both short-term and long-term disaster recovery operations. Discuss the roles and responsibilities of private sector individuals and organizations, and Insurance providers. Create a simple disaster recovery plan. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Discuss effective disaster recovery practices. Design an organizational chart for an ICS incident Prepare documentation to track resources, expenditures, equipment and personnel Calculate personnel and resource needs for a local incident Complete federal forms used to calculate funding, expenditures and resources 		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training.. Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input type="checkbox"/> Communication	
<input type="checkbox"/> Human Relations	

Related Instruction for CTE Courses

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

General Information

Department:	Emergency Services	Submitter:	Carol Bruneau, FDC Emergency Management
Prefix and Course Number:	EM 228	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Emergency Management: Capstone (2013)

Details of Related Instruction guidelines for [identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation

Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Communication

Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)

10

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

- Complete pre-employment hiring documents with a high degree of accuracy and provide all pertinent information.
- Articulate knowledge, skills and abilities in a professional manner during oral interviews

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- Gather data and complete employment applications
- Develop several forms of resume and cover letters
- Create a portfolio of education, training and experience.
- Practice interview techniques

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Articulate knowledge, skills and abilities in a professional manner during oral interviews • Prepare pre-employment screening documents 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Create a portfolio of education, training and experience. • Practice interview techniques • Discuss ethics in emergency management 		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> Communication	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience: At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training... Instructors must be current in their field, either through employment, volunteer work or professional activities.</p> <p>Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.</p>
<input checked="" type="checkbox"/> Human Relations	<p>Education: Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.</p> <p>Experience:</p>

At least five years in emergency management or criminal justice; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency management field either employment or volunteer activities and at least 100 hours of training... Instructors must be current in their field, either through employment, volunteer work or professional activities.

Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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:	Business	Submitter name phone and email	Cynthia Killingsworth, X8070, Cynthia.killingsworth@pcc.edu
Prefix and Course Number:	BA 209	Credits:	4
Course Title: (60 characters max)	Introduction to Grant Writing	Transcript Title (30 characters max)	Introduction to Grant Writing
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 40 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Covers identifying and evaluating appropriate funding sources, developing community relationships, and crafting successful funding proposals. Develops skills and knowledge necessary to prepare a competitive grant application.			
Addendum to course description:			

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

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Compile a proposal needs assessment. 2. Identify and evaluate the potential funding sources most appropriate for a nonprofit organization’s goals and objectives. 3. Build community relationships necessary for the support of a proposal. 4. Write grant proposals including effective documentation and statistics. 5. Respond appropriately to requirements of accepted grant proposals.
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<p>Students will be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following:</p> <ul style="list-style-type: none"> • Participation in class activities • Composition of grant proposals • Development and delivery of presentations • Completion of assigned homework • Completion of assessment examinations
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Themes, Concepts, Issues</p> <ol style="list-style-type: none"> A. Grant writing tools and resources B. Funding research resources C. Community networking D. Proposal guidelines and requests for proposals E. Grant application components, terms and concepts F. Grant budgets G. Proposal objectives H. Writing strategies I. Grant review process J. Grant rejection and acceptance follow-up <p>Competencies, Skills</p> <ol style="list-style-type: none"> A. Identify goals of proposal B. Conduct effective grant research C. Write effective grant narratives and supporting reports

	D. Develop community relationships E. Deliver oral presentation of proposals
--	---

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.	As nonprofit course offerings have been expanded at PCC, students have consistently inquired about the availability of a for-credit grant writing course. This course is almost offered at educational institutions offering nonprofit coursework.	
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):	As noted below	# credit:
Name of degree(s):	As noted below	# 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:	This course will be added to the Business Program Elective list that is used for most of the Business Program degrees and certificates. It will also be added to the Nonprofit Community Development Certificate electives and options for required courses.	

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 in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Unknown.
Impact on other Programs and Departments	
Are there other degrees	Please see below.

and/or certificated that are affected by the instruction of this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	Grant writing is only offered on a non-credit basis through the Climb Center.
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	The Sylvania BCTRE Dean Charmagne Ehrenhaus has discussed with David Stout, Dean of Sylvania English and Modern Languages, the possibility of this course being developed within the Writing Department and it was determined that this was not feasible.
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	Please see above.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
DeLyse Totten	dtotten@pcc.edu	
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@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:	GRN	Submitter name phone and email	Ann McQueen - 971-722-8270 ann.mcqueen@pcc.edu
Prefix and Course Number:	GRN247	Credits:	2
Course Title: (60 characters max)	Applied Legal and Policy Issues in Aging	Transcript Title (30 characters max)	Appl Legal & Policy Iss Aging
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Introduces legal and policy issues affecting older adults and their families, as well as care providers. Introduces both national and state policies that impact the services and care available to older adults and access points for these services. Includes presentations from a variety of experts within the field of social services. Provides information on long-term care facility types and how they are licensed; Medicare and Medicaid services and coverage; mental health and veteran's services; abuse and protective services; legal planning for aging, including health care directives and powers of attorney; and advocacy and the legal process in Oregon. Focuses on how each program contributes to a web of services for older adults, as well as areas in which services may be lacking. Prerequisite: none. Audit available.			

Addendum to course description:

This course provides information on a variety of policy and legal issues relevant to older adults and their families from an practical standpoint. Online lectures will provide basic information, as well as case studies that will allow students to understand systems, as well as how these systems affect the people involved on a day-to-day basis.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: (Use observable and measurable verbs)

Upon successful completion of this course, students will be able to:

- Communicate and collaborate effectively with case managers, information and referral specialists, and other service or health care providers regarding legal issues that affect older adult clients or patients.
- Explain the basic benefits and services provided by programs such as Medicare, Medicaid, Veteran’s Services, and Adult Protective Services to older adult clients, their families, or other stakeholders.
- Connect older adults and their families to beneficial benefits and services for which they may be eligible.
- Participate in committees or workgroups aimed at advocating for policy change within legislative systems.
- Advise older adults and their families about legal issues that may affect them, and refer them to providers who may be able to advise or assist in their decision-making process.

Course activities and design: (from CCOG)

This course is designed to consist of a series of six weekly online lectures given by professionals working on older adult issues within the legal and policy realm. Readings related to the lecture will also be included within each week’s assigned work, as will weekly online discussion posts and replies to classmates’ posts. Each week will conclude with a brief online quiz on the material for that week.

Outcomes assessment strategies: (from CCOG)

- Participate in, and contribute to, weekly class discussions and activities.
- Complete each weekly quiz with a passing grade.
- Complete a self-assessment and overview of what student has learned and how the knowledge gained will contribute to his or her current job or future career.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)

- History and role of Medicare and Medicaid in the US and in Oregon
- Overview of the mental health system for older adults in the US and in Oregon
- Abuse prevention and protection and related services
- Mental health, aging, disability, and other social services relevant to older adults and their families
- Overview of various assistance and benefits that come together to form a web of services available to older adults

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.	No course currently addresses these issues, and understanding is needed for gerontology professionals in many settings. This course will also replace one of the current guardianship courses (GRN246)	
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):	End of Life Care and Support	# credit: 37
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 in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Yes. PSU School of Community Health – as an elective toward Bachelor's with a focus in aging.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap,	

course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Winter 2013
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Jan Abushakrah	jabushak@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@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.		

Social Science General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kenneth Wilson	kenneth.wilson5@pcc.edu
SAC Chair	Name	E-mail Address
	Sylvia Gray	sgray@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	HST 247	Course Title:	Religion in U.S. since 1840
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	HST 247	Course Title:	Religion in U.S. since 1840
Course Description:	Covers basic features of native American religions, European backgrounds of Christianity, development of different religious groups in the United States and their impact on American life.		
Course Outcomes:	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate the nature and impact of religion on American life and culture. • Understand and appreciate the value of a diversity of religious beliefs. • Engage in private and public discussions involving the construction of fact-based arguments regarding issues in the history of religion in the United States. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- understanding of their culture and how it relates to other cultures
- appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- understanding of themselves and their natural and/or technological environments
- ability to reason qualitatively and/or quantitatively
- ability to conceptually organize experience and discern its meaning
- aesthetic and artistic values
- understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The examination of customs, world views, and philosophies of religious institutes in the United States covering the years from 1840 through the present allows the student to understand the cultural aspects that have been shaped and influenced by religion. The religious pluralism of the United States allows the study of the various cultures surrounding each religion as well as their interactions throughout historical events. For example the arrival of Irish immigrants and the influx of Catholicism that brought a reactionary response from Protestants.
---	---

<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>Religious histories are linked internationally with the United States contributing a major role in the shaping of worldwide perspective. The contributions and roles of women in religion throughout history have altered perceptions of cultural beliefs within different religions as well as the changes brought to women's roles by acculturation. Women and the Church have been intertwined in various social reforms, in particular education, anti-slavery and temperance movements. The variety of religious and cultural backgrounds of each student will provide a unique opportunity to compare and contrast their beliefs with other cultures.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Differences in religious practices and faith have developed through regional variations. Students will relate the differences between regional environments and how these differences affect them today. For example, the Deep South and Midwest have become bastions for fundamentalism, while California has acquired the reputation for new and innovative religions and practices.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>Discussions based on primary and secondary sources will be a central part of the course. Students will engage in online discussion groups concerning various religious topics and the relationships with society. An example is the involvement of the black church in the Civil Rights Movement of the 1960s.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Students are asked to connect the past with the present and to conceptually understand how the past has influenced the present. The recognition of religious freedom in the United States has often been challenged through opposition to what is perceived as different. The current evangelistic movement with its opposition to what it perceives as different can be traced to earlier movements such as the Shakers who were persecuted for their differences. Primary and secondary sources will give the students opportunity to understand how perceptions have changed over the years resulting in fluctuating concepts.</p>
<p>F. Aesthetic and artistic values.</p>	
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Responsible citizenship requires an understanding of one's own culture as well as acceptance of different cultures. In a country of religious pluralism an environment of toleration is essential for the survival of society. Ignorance and intolerant attitudes lead to confrontations often resulting in violence and societal breakdowns. The various nativist movements throughout American history demonstrate the effects of intolerance. It is important for students to understand the responsibilities of good citizenship and the effect on their society.</p>

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Use critical thinking to analyze and evaluate the nature and impact of religion on American life and culture.
- Understand and appreciate the value of a diversity of religious beliefs.
- Engage in private and public discussions involving the construction of fact-based arguments regarding issues in the history of religion in the United States.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students will exercise their critical thinking skills through the use of online discussions, reading of primary and secondary sources and the writing of essays. These methods will introduce them to the experiences of individuals and groups of various religious cultures in the United States and how these cultures have influenced and have been influenced by American society. Walter Rauschenbusch of the Progressive Era and Martin Luther King, Jr. during the Civil Rights movement of the 1960s are two church leaders who influenced American culture.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students will have the opportunity to explore different religions in the United States along with their cultures and changes. Religious pluralism greatly increased from the 1960s through the present as many religions emerged, such as the Unification Church while others like the Mormon church expanded. The experiences and knowledge gained by students will enable them to better understand the religious aspect of the world they live in today.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 247	Course Title:	Religion in U.S. since 1840
---------------------------	---------	---------------	-----------------------------

Course Description:	Covers basic features of native American religions, European backgrounds of Christianity, development of different religious groups in the United States and their impact on American life.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate the nature and impact of religion on American life and culture. • Understand and appreciate the value of a diversity of religious beliefs. • Engage in private and public discussions involving the construction of fact-based arguments regarding issues in the history of religion in the United States.
------------------	--

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"> • Understand and appreciate the value of a diversity of religious beliefs.
--	--

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.	The course will identify and examine various religious cultures existing in the United States and how they have grown and transformed since 1840. Religious plurality allows the investigation of interaction and acculturation as religions adapt to changing times and environments. Intolerance resulting from prejudice of the new and different will be studied along with the evolving acceptance or rejection of new religious cultures. An example of this is the outlawing and returning of Native American religions.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Kenneth Wilson	kenneth.wilson5@pcc.edu

SAC Chair	Name	E-mail Address
	Sylvia Gray	sgray@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@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:	CIS	Submitter name phone and email	Terry Foty x4070 tfoty@pcc.edu
Prefix and Course Number:	CIS133C	Credits:	4
Course Title: (60 characters max)	Introduction to Programming Using C#.NET	Transcript Title (30 characters max)	Introduction to Programming Using C#.NET
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 3 Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" 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)		Lab fee is levied at the current lab fee rate as published in the PCC catalog.	
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Introduces design, implementation and testing of software using C#.NET. Includes how to write C#.NET programs that solve practical, real world, business-oriented problems. Uses object oriented design techniques. Prerequisite: CIS 122 or instructor permission. Audit available.			
Addendum to course description:			

This is the first course in the C#.NET programming sequence.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: CIS 122 or instructor permission

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

Create C#.NET programs that solve simple business problems
Validate user input
Construct a C#.NET class based on a UML class diagram
Perform a test plan to evaluate his/her work
Adequately document C#.NET programs

Course activities and design: **(from CCOG)**

This course is presented with a combination of lectures and laboratories. Students will be expected to complete programming assignments.

Outcomes assessment strategies: **(from CCOG)**

Students will be expected to successfully complete a group of C# projects during the course. Each assignment should be assessed using these criteria:

- The program fulfills program requirements
- The program adequately handles exceptional conditions
- The program follows clearly defined standards
- The program is tightly cohesive and loosely coupled
- The program is user friendly
- The program is easily maintainable
- The program is thoroughly tested

Course Content:
Themes, Concepts,
Issues and Skills:
[\(from CCOG\)](#)

Themes

Object Oriented Programming
Event driven programming
Problem Solving

Concepts

Data Types

	<p> Programming structures Sub procedures and functions Cohesion and coupling Classes and objects Data validation Unified Modeling Language (UML) – class diagram Exception handling One dimensional arrays Non nested loops </p> <p>Issues</p> <p> User friendly programs Maintainable code Evaluation of work through testing </p> <p>Skills</p> <p> Write a well documented, easily maintainable program Validate user input using type, range and value tests Use exception handling to capture user mistakes Build a class in accordance with a UML class diagram Deliver a project on schedule Debug a program Adequately test a program </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.	It is an elective but can be used to satisfy the degree requirement of 2 programming courses. It will be replacing an existing language course that will be deleted.	
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):	CIS AAS degree	# 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:	It is an elective but can be used to satisfy the degree requirement of 2 programming courses. It will be replacing an existing language course that will be deleted.	

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 in CTE Courses](http://www.pcc.edu/curriculum) 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 checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review

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

SAC Chair	Email	Date
Terry Foty	tfoty@pcc.edu	5/2/2013
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	5/2/2013

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:	CIS	Submitter name phone and email	Foty x 4070 tfoty@pcc.edu
Prefix and Course Number:	CIS233C	Credits:	4
Course Title: (60 characters max)	Intermediate C#.NET Programming	Transcript Title (30 characters max)	Intermediate C#.NET Programming
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 3 Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Utilizes C#.NET to access streams and relational databases. Includes how to follow UML diagrams to create objects, arrays and collections that solve advanced, real world, business oriented problems. Introduces building an interactive web page using ASP.NET. Includes writing test plans to evaluate software quality. Continues use of object oriented design techniques. Prerequisites: CIS 133C. Prerequisite/concurrent. CIS 275 or instructor permission. Audit available.			

Addendum to course description:

Assignments include the fundamental concepts and implementation of arrays, control arrays, sorting and searching, relational database access, data structures and random access files.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number: CIS133C

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: CIS275 or concurrent

☒ Prerequisite

☐ Corequisite

☐ pre/co

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

Outcomes: **(Use observable and measurable verbs)**

Write a C# program using ActiveX Data Objects (ADO.NET) to navigate and update a database.
Write a C# program to read and write to streams
Create and implement C# classes using properties, methods, events and inheritance
Properly use collections and arrays to solve business problems
Write a test plan for a project
Construct a simple web page using ActiveX Server Pages (ASP.NET)

Course activities and design: **(from CCOG)**

This course will be presented by means of lectures and labs.

Outcomes assessment strategies: **(from CCOG)**

Students will be expected to successfully complete a group of Visual Basic projects. The projects will include the following:

- a solution to a business-oriented problem.
- a Test Plan
- a complete set of design documents
- uses ActiveX Data Objects (ADO) to navigate and update a database.
- read and write to a random access file.
- implements a class module
- implements N-tier architecture
- user defined data types
- implements a control array
- defines and uses a programmer defined class
- uses one and two dimensional arrays
- traps and handles run time errors with error handling procedures.

Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	<ul style="list-style-type: none"> • ActiveX Data Objects (ADO) • random access file. • class module • N-tier architecture • user defined data types • control array • programmer defined class • one and two dimensional arrays • error handling
--	--

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.	It will be replacing an existing language course that will be deleted.	
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):	CIS AAS	# credit:
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:	It is an elective but can be used to satisfy the degree requirement of 2 programming courses. It will be replacing an existing language course that will be deleted.	

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 in CTE Courses 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 checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are	No

affected by the instruction of this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Terry Foty	tfoty@pcc.edu	5/2/2013
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	5/2/2013

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:	CIS	Submitter name phone and email	Foty x 4070 tfoty@pcc.edu
Prefix and Course Number:	CIS234C	Credits:	4
Course Title: (60 characters max)	Advanced C#.NET Programming	Transcript Title (30 characters max)	Advanced C#.NET Programming
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 3 Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" 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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Continues the C#.NET Programming sequence utilizing relational database access, multiple document interface and software objects and classes. Structured design techniques emphasized throughout. Required: CIS 233B, CIS 275; or instructor permission. Audit available.			
Addendum to course 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: CIS233C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: CIS275	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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

Outcomes: (Use observable and measurable verbs)	Design a project using UML tools Create a business application using the Software Development Life Cycle Create class modules Implement a project using N-tier architecture Write a data class using ADO.Net objects and SQL statements Implement Active X DLL and Active X EXE code components Work in a team environment
Course activities and design: (from CCOG)	This course will be presented by means of lectures and labs.
Outcomes assessment strategies: (from CCOG)	Students will be expected to complete one term project in a team environment that includes the following: <ul style="list-style-type: none"> · UML design · ADO.NET objects using SQL · Class modules · Collections · DLL and EXE code components · N-tier architecture · SDLC
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	ADO.NET objects using SQL Class module Collections DLL and EXE code components N-tier architecture SDLC

	UML .NET framework Project management skills Teamwork essentials Testing concepts
--	---

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.	It will be replacing an existing language course (CIS234B) that will be deleted.	
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):	CIS AAS	# credit:
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:	It is an elective for the AAS degree.	

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 in CTE Courses 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 checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other 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	No

yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Terry Foty	tfoty@pcc.edu	5/2/2013
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	5/2/2013

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	x 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS195P	Proposed prefix and number	
Current course title	PHP Web Development I	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces student to the server-side scripting language, PHP, and its use in the development of Web sites. Topics include web server, PHP and MySQL database installation, scripting, techniques, database manipulation, user authentication, tracking and session management	Introduces student to the server-side scripting language, PHP, and its use in the development of Web sites. Topics include web server, PHP and MySQL database installation, scripting, techniques, database manipulation, user authentication, tracking and session management

and e-Commerce techniques. Recommend: Completion of CIS 122 and CAS 213 or CIS 233S or equivalent experience; concurrent enrollment in CAS 206 and CIS 178 or equivalent experience. Audit available	and e-Commerce techniques. Prerequisite: CIS 122. Audit available
Reason for change	Change prerequisite courses.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Install and configure required software systems and tools. • Create PHP scripts that: <ul style="list-style-type: none"> · display static and dynamic content · send e-mail · read and write data files · connect to various databases · create and populate database tables · provide user authentication · track users · manage sessions and · provide simple web-based database administration. • Create a web-based system (such as a shopping system) . • Test and debug PHP scripts. 	
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS122	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	5/2/2013
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	5/2/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	x 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS275	Proposed prefix and number	
Current course title	Data Modeling and SQL Intro	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the design, uses, and terminology of a database management system. Includes data modeling using Entity Relationship modeling tools and Semantic Object modeling tools, normalization rules, relational database terminology, program/query development,	Introduces the design, uses, and terminology of a database management system. Includes data modeling using Entity Relationship modeling tools and Semantic Object modeling tools, normalization rules, relational database terminology, program/query development, multi-user database issues (including the Internet) and data administration.

multi-user database issues (including the Internet) and data administration. Recommended: CIS 122. One high-level programming language course (CIS 133B, CIS 133J, CS 161) or equivalent or instructor permission. Audit available.	Prerequisite: CIS133B or CIS133C or CIS133J or CIS133W or CIS195P or CS161 or CIS125D or instructor permission. Audit available.
Reason for change	Change prerequisite courses.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Describe and explain the importance of database processing and database development. • Design and prepare a data model using an Entity-Relationship diagram and a Semantic Object Model diagram. • Communicate effectively with database professionals using relational database terminology. • Communicate effectively with database professionals regarding the rules of normalization. • Prepare queries to a database using Structured Query Language. • Analyze the impact of database applications and learn the techniques for developing views, forms and reports. • Describe the significance of multi-user databases and the need for backup/recovery and security of databases. • Analyze the effects of the Internet on databases in the client/server implementation. 	

Reason for change	
-------------------	--

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: CIS133B or CIS133C or CIS133J or CIS133W or CIS195P or CS161 or CIS125D or instructor permission	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
---------------------	--

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	5/7/2013
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	5/7/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	x 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS295P	Proposed prefix and number	
Current course title	PHP Web Development II	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the advanced capabilities and features of PHP for Web site development. Topics include using the object- oriented features of PHP, developing applications for security and portability, advanced features of MySQL, creating efficient applications by	Introduces the advanced capabilities and features of PHP for Web site development. Topics include using the object- oriented features of PHP, developing applications for security and portability, advanced features of MySQL, creating efficient applications by implementing

implementing business logic within the database itself using stored procedures and triggers. Recommend: Completion of CIS 195P and CIS 125D or equivalent experience; concurrent enrollment in CIS 275 or equivalent experience. Audit available	business logic within the database itself using stored procedures and triggers. Prerequisite:: CIS 195P. Prerequisite:/Concurrent: CIS 275. Audit available.
Reason for change	Change prerequisite courses.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Create PHP scripts that:</p> <ul style="list-style-type: none"> use object-oriented PHP, implement business logic within the database, use stored procedures and triggers, are secure, portable and scalable. <p>Create and deploy a portable web-based system.</p> <p>Test and debug object-oriented PHP scripts.</p>	
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS195P	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CIS 275	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	5/2/2013
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	5/2/2013
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.		

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Chris Jensen	cjensen@pcc.edu
SAC Chair	Name	E-mail Address
	Jeff Jaeckle	jeff.jaeckle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 269	Course Title:	Wilderness Literature
Course Credits:	4	Gen Ed Category:	Arts and Letters

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

Course Prefix and Number:	ENG 269	Course Title:	Wilderness Literature
---------------------------	---------	---------------	-----------------------

Course Description:	Explores writings about wilderness and the natural world, giving attention to the relationship between nature and culture. Considers a variety of historical perspectives through essays, poetry, book-length nonfiction, novels, and film. Examines efforts to rethink the concept of wilderness with respect to law, gender, work, race, and the built environment (e.g., urban forests, gardens, farming) while addressing contemporary concerns for global environmental sustainability. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<p>Upon completing this class with a "C" or better, students should be able to...</p> <ol style="list-style-type: none"> 1. Use literary analysis to understand, critique, and discuss writings about wilderness and the natural world, recognizing important themes, concepts, and issues. 2. Recognize how literature shapes and challenges our attitudes and actions towards nature—and how our ideas about the meaning of wilderness continue to evolve. 3. Apply an understanding of wilderness literature to the vision of global environmental sustainability. 4. Write clearly about the complex ideas and questions pertaining to the literature of wilderness and the natural world.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and/or technological environments
- D. ability to reason qualitatively and/or quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	This class explores the idea of wilderness and how this still-evolving idea, both in America and elsewhere, was built upon a foundation of assumptions drawn from a variety of cultures over a long period of time. For example,
---	--

	students learn that the wilderness ideal in America drew from both the frontier myth and the notion of the sublime—ideas from the Age of Romanticism that not only can be traced to nineteenth-century America but also back to British and Continental literary/artistic movements and then even further back to patterns of ancient cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The course invites students to put their own personal experiences of wilderness into conversation with wider perspectives, including the concept of global sustainability. By studying how a number of female writers navigate terrain often associated with men (e.g., the rugged-fisherman-in-the-wilderness archetype of Ernest Hemingway vs. a contemporary fishing narrative by Pam Houston) the course invites an awareness of the role of gender in both our experience of wilderness and in our writing about it. The class also looks at Native American cultures (e.g., the Sioux of the Black Hills in South Dakota) to understand the ironic and often tragic dimension of the Indians in relationship to the story of American wilderness.
C. Understanding of themselves and/or their natural and technological environments.	A strong emphasis is placed on developing the understanding of the relationship between the natural and the human—in other words, between nature and culture, between the wild and the domestic, between the earth and its societies. As students ponder the role of human beings in the preservation of wilderness, they consider the role of technology as potentially both an ally and an enemy of the cause of wilderness preservation. Technology (from maps to GPS devices) also becomes relevant to the question of personal survival in wilderness, and to the question of how we define wilderness.
D. Ability to reason qualitatively and/or quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Writing about the complex issues relating to wilderness requires students to conceptually organize experiences, especially those relating to the reading and interpretation of literature about wilderness and the natural world, and to begin to discern its meaning. Students are also invited to weave into their conceptual reflections community service and other outdoor experience undertaken as a class.
F. Aesthetic and artistic values.	With a number artistic forms—from documentary and feature films, to poetry, to novels, to essays and long-form non-fiction—the course looks at the ways that words and images are used to depict experiences of the natural world. The course also explores how artistic forms are used to advocate on behalf of the natural world.
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life;

and

- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Upon completing this class with a "C" or better, students should be able to...

1. Use literary analysis to understand, critique, and discuss writings about wilderness and the natural world, recognizing important themes, concepts, and issues.
2. Recognize how literature shapes and challenges our attitudes and actions towards nature—and how our ideas about the meaning of wilderness continue to evolve.
3. Apply an understanding of wilderness literature to the vision of global environmental sustainability.
4. Write clearly about the complex ideas and questions pertaining to the literature of wilderness and the natural world.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables a student to do this through close reading and analysis of various texts, through the study of key elements of the evolving idea of wilderness, through class discussion in large and small groups, and through a range of writing assignments from informal to formal.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

The course enables students to do this through rigorous exploration—through reading, writing, viewing, and discussion—of a broad range of styles, conventions, and techniques within wilderness literature representing a wide variety of powerful human experience and issues.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name	Ed Lindsey
		Phone	5581
		Email	elindsey@pcc.edu
Current prefix and number	FP 122	Proposed prefix and number	NA
Current course title	Fundamentals of Fire Prevention	Proposed title (60 characters max)	NA
# Credits	3	Proposed transcript title (30 characters max)	NA
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies fundamentals of fire inspection standards and techniques of evaluation, identification of hazards and making practical recommendations. Students study fire prevention and education programs and conduct presentations.	Provides fundamental knowledge relating to the field of fire prevention. Topics include: history and philosophy of fire prevention; organization and operation of a fire prevention Division; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and

	fire investigation.
Reason for change	Currently there are no outcomes.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
None	<ol style="list-style-type: none"> 1. Communicate effectively with the public about the history and philosophy of fire prevention, the national fire problem and the role and functions of a fire prevention bureau. 2. Utilize and participate in fire prevention organizations and associations for professional development. 3. Identify laws, rules, regulations, and codes relevant to fire prevention while conducting fire inspection practices and procedures. 4. Differentiate between the professional qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator.
Reason for change	Create Learning Outcomes based on the National Standard set by the Fire and Emergency Service Higher Education Association (FESHEA).

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

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: None	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121 & MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 112	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	5/7/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	5/7/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name	Ed Lindsey
		Phone	5581
		Email	elindsey@pcc.edu
Current prefix and number	FP 212	Proposed prefix and number	NA
Current course title	Fire Investigation (Cause Determination)	Proposed title (60 characters max)	NA
# Credits	3	Proposed transcript title (30 characters max)	NA
Reason for title change	NA		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies burning characteristics of combustibles. Interprets clues and burn patterns leading to point of origin. Identifies incendiary indications, sources of ignition and materials ignited and how to preserve the fire scene evidence. Prerequisite: FP	Examines the burning characteristics of combustibles and how materials are ignited. Interprets clues and burn patterns leading to the point of origin. Identifies incendiary indicators and sources of ignition. Covers preliminary interview procedures and how to preserve fire scene evidence. Prerequisite: WR 121, MTH 65,

111.	FP 112.
Reason for change	Addition of and change to prerequisites. Minor editing.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
	<ol style="list-style-type: none"> 1. Conduct basic fire investigations. 2. Determine fire cause and origin. 3. Conduct preliminary interviews at the fire scene. 4. Properly identify, collect, remove, and preserve evidence. 5. Identify factors which may indicate an incendiary fire. 6. Preserve the fire scene until the investigation is complete.
Reason for change	No prior learning outcomes.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 112	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	Doug.smith@pcc.edu	5/6/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	5/6/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name Phone Email	Doug Smith 971-722-5582
Current prefix and number	FP 215	Proposed prefix and number	N/A
Current course title	Urban Interface Fire Operations	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title (30 characters max)	N/A
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies strategies for fire attack, action plans, tactics, structural triage, action plan assessment, public relations and safety precautions used in wildland fires during urban interface operations. Practices the sizing up and operational procedures	Explores tactical and strategic decisions that structural firefighters and wild land firefighters will be making when confronting wild land fires that threaten life, property, and improvements in the wild land/urban interface. This course is equivalent to National Wildfire Coordination Groups S-215 course. Prerequisite: FP

required to operate as initial command on urban interface fires. Prerequisite: FP 133	112, FP 133, MTH 60 and Placement into WR 121.
Reason for change	Update course description to align with the National Wildfire Coordination Group's S-215 "Fire Operations in the Wild land/Urban Interface" course. Add prerequisites to align with revised degree.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>1.0 Size Up</p> <p>To provide students with basic knowledge to provide critical information to make proper decisions and take appropriate action on Urban Interface Fires.</p> <ul style="list-style-type: none"> List those items to be considered in sizing-up an interface fire incident, prior to and after arriving at the scene. List those items to consider in evaluating the types and limitations of resources needed. List those items that should be included in a size up report. <p>2.0</p> <p>To provide students with the basic knowledge to correctly interpret the size up factors and quickly recognize the interface potential.</p> <ul style="list-style-type: none"> List the three priorities when establishing strategic goals. State the three operational modes. List five items which would influence your resource order. List four subject areas to consider when briefing and deploying your resources. 	<p>Upon successful completion, students should be able to:</p> <ul style="list-style-type: none"> Integrate an understanding of the incident command system into an emergency incident involving wild land/urban interface. Create incident action plans to implement at emergency incidents that ensure the effective use of available resources to ensure life safety, environmental protection, and property conservation. Interpret factors that will influence the incident action plan and its implementation and assess the effectiveness of those actions. Implement the major steps taken during size-up in the appropriate order in which they will take place at a wild land/urban interface incident. Communicate effectively to appropriate constituencies the information so that it may be determine when it is safe to leave an area and how to effectively deal with the public in these situations Apply the safety concerns during fire control operations that are specific to the wild land/urban interface environment.

3.0 Structure Triage

Describe to the students the information necessary to determine the proper sorting and prioritizing of structures requiring protection from wild fire.

- List the three structural triage categories.
- List five basic factors upon which you base your triage decisions and give three examples of each.
- List four examples which may mean the situation is hopeless.

4.0 Tactics

To provide the student with the ability to successfully defend structures in a wild land fire by using different types of equipment, personal as well as different types of tactics to accomplish their goal.

- List four operations you should accomplish upon your arrival at the incident or assigned area and describe their importance to your fire fighting actions.
- Describe how to prepare structures and the surrounding area to minimize damage.
- Describe fire fighting methods employed to defend threatened structures from fire.

5.0 Action Plan Assessment

To provide students with the information necessary to assess the effectiveness of their actions and to develop and update their action plan.

- List the items that need to be considered in assessing the effectiveness of an action plan.
- Given an action plan and scenario, demonstrate your ability to properly update the action plan when the

scenario changes.

6.0 Follow Up and Public Relations

To provide students with the information so they may determine when it is safe to leave an area after the fire or heat wave has passed and how to effectively deal with the public in these situations.

- List several steps that should be completed before leaving an area involved in an interface fire.
- List several important factors in dealing with the public at an interface fire.
- Explain the importance of an organized demobilization plan.
- List five tasks to accomplish after the fire has passed, to abate any lingering threat.
- Describe how you can minimize and protect against damage to private and public property.
- Describe your responsibilities related to post incident management.
- Describe your responsibilities relating to demobilization of an interface incident.

7.0 Safety

Describe to the students additional important safety items to be concerned with, during fire control operations in the urban interface.

- Describe twelve general safety considerations often encountered in interface operations.
- List the structural situations that should "WATCH OUT"
- List seven don'ts when working around power lines.

Reason for change	To consolidate and reduce the number of learning outcomes. To align the learning outcome with the proper language.
-------------------	--

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: FP 133	<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

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

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

☒ Placement into: WR 121

prefix & number: FP 133, FP 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
---------------------------------	--	--------------------------------------	----------------------------------

prefix & number: MTH 60	<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](#).

☐ yes
☒ no

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
---------------------	--

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	05-13-2013
SAC Administrative Liaison (type name)	Email	Date
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

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name	Doug Smith
		Phone	971-722-5582
		Email	doug.smith@pcc.edu
Current prefix and number	FP 242	Proposed prefix and number	
Current course title	Flammable, Explosive, and Toxic Materials	Proposed title (60 characters max)	Hazardous Materials Chemistry
# Credits	3	Proposed transcript title (30 characters max)	Hazardous Materials Chemistry
Reason for title change	The align course with the National Fire Academy Fire and Emergency Services Higher Education model.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies electrical exotic metal fires and space age fuel fires; how to handle radioactive materials involved in fire, the use of monitoring equipment and personnel safety practices. Prerequisite: FP 123.	Covers basic chemistry relating to hazardous materials categories. Includes key recognition, identification, reactivity, and health hazards encountered by emergency services. Prerequisites: FP 112, FP 123, WR 121, MTH 65

Reason for change	To align course with the National Fire Academy Fire and Emergency Services Higher Education model.
-------------------	--

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> A. Identify common flammable liquids, their properties and emergency procedures for incidents involving flammable liquids. B. Describe conditions associated with flammable and combustible gases and liquids that might lead to a BLEVE situation. C. Identify common flammable gases, their properties and emergency procedures for incidents involving flammable gases. D. Identify liquefied and cryogenic gas properties and describe emergency response procedures. E. Identify common flammable solids, their properties and emergency procedures for incidents involving dangerous-when-wet materials. F. Identify common acids, bases, and halogens, their properties and describe emergency response procedures. G. Identify toxicological properties of common products of combustion. H. Identify characteristics, properties, and emergency response procedures to incidents involving explosives, rocket fuel, and radioactive materials. I. Identify characteristics, properties, and emergency response procedures for organic peroxides, plastics, and oxidizers. 	<p>Apply an understanding of basic principles of chemistry (e.g., common elements of the Periodic Table, chemical and physical properties of gases, liquids, and solids, elements, compounds, mixtures, differences between ionic and covalent bonding) to hazardous materials incidents.</p> <p>Utilize an understanding of hazardous materials chemistry and basic chemistry involved with common hydrocarbon derivatives.</p> <p>Apply the knowledge of the nine U.S. Department of Transportation hazard classes and their respective divisions and proficiently use the reference materials and associated programs commonly used in the hazardous materials industry.</p>

Reason for change	To align course with the National Fire Academy Fire and Emergency Services Higher Education model. Reduce the number of outcomes and use proper outcome language.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: FP 123, FP 112, WR 121, MTH 65	<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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: MTH 65	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	04-08-2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	04-08-2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name	Ed Lindsey
		Phone	5581
		Email	elindsey@pcc.edu
Current prefix and number	FP 291	Proposed prefix and number	NA
Current course title	Fire Codes and Related Ordinances	Proposed title (60 characters max)	NA
# Credits	4	Proposed transcript title (30 characters max)	NA
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers aspects of the International Fire Code (IFC), State laws, regulations, revised statutes and local ordinances related to fire & life safety. Includes interpretation of the IFC, code development and the adoption process; code enforcement authority and	Covers aspects of the International Fire Code (IFC), State laws, regulations, revised statutes and local ordinances related to fire & life safety. Includes interpretation of the IFC, code development and the adoption process; code enforcement authority and limitations; application of codes, documentation and

limitations; application of codes, documentation and interrelationships of codes and standards, recommended practices and ethical and political issues. Designed to meet NFPA Standard 1031; Standard for Professional Qualifications, for Fire Inspector I. Prerequisites: WR 121, MTH 65, FP 122, FP 202 & FP 211. Audit available.	interrelationships of codes and standards, recommended practices and ethical and political issues. Designed to meet NFPA Standard 1031; Standard for Professional Qualifications, for Fire Inspector I. Prerequisites: WR 121, MTH 65, FP 122, FP 137 & FP 166.
Reason for change	Change in prerequisite course numbers, Audit not available.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon success completion, students should be able to: <ol style="list-style-type: none"> 1. Interpret the International Fire Code. 2. Use effective communication skills necessary to perform fire and life safety inspections. 3. Correctly use written communication skills to document code violations and findings. 4. Classify Occupancies according to fire and life safety codes. 5. Determine how International Fire Code provisions are related to other codes and ordinances. 	
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 122, FP 202 & FP 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 122, FP 137 & FP 166	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	Doug.smith@pcc.edu	5/7/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	5/7/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name	Ed Lindsey
		Phone	5581
		Email	elindsey@pcc.edu
Current prefix and number	FP 295	Proposed prefix and number	NA
Current course title	Major Emergency Tactics & Strategies	Proposed title (60 characters max)	NA
# Credits	3	Proposed transcript title (30 characters max)	NA
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers response and size-up, fire-ground tactics and analysis, post-mortem, pre-fire survey and planning, combined operations, mutual aid, disaster planning and problems in unusual fire operations. Prerequisite: FP 203A. Audit available.	Covers how the National Incident Management System (NIMS) Command and Management component supports the management process of an expanding incident. Examines how major incidents pose special management challenges; the circumstances in which an Area Command is established and circumstances in which multiagency

	coordination systems are established. Prerequisite: FP 170.
Reason for change	Updated to current Incident Command System standards and change prerequisite to new course number.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> • Work with local and regional agencies which respond to major incidents and disasters. • Use the components of an incident action plan to cope with large scale incidents and disasters. • Activate a disaster plan and summon outside assistance. • Apply emergency procedures to be followed by fire personnel during civil disturbances. • Use alternative methods of communication in major incidents and disasters. 	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FP 203A	<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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FP 170	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	5/7/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	5/7/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Communication Studies	Submitter name Phone Email	Jeremy Estrella 971-722-4854
Current prefix and number	COMM 100	Proposed prefix and number	
Current course title	Introduction to Speech Communication	Proposed title (60 characters max)	Introduction to Communication
# Credits	4	Proposed transcript title (30 characters max)	Introduction to Communication
Reason for title change	To match prefix change (SP to COMM) and name change of discipline to Communication Studies.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers complexities of the communication process. Includes insights into the causes and effects of general communication behaviors, involvement in active exploration of basic communication theories and concepts, and opportunities to develop communication strengths. Prerequisite: WR	

115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	
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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others 2. Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships 3. Continuing to explore different areas of communication in order to expand a broad-base of skills and communicative tools when interacting with others. 	<ol style="list-style-type: none"> 1. Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others 2. Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships 3. Explore different areas of communication in order to expand a broad base of skills and communicative tools when interacting with others.
Reason for change	Update language to match curriculum's guidelines.

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Communication Studies	Submitter name	Jeremy Estrella
		Phone	971-722-4854
		Email	
Current prefix and number	COMM 111	Proposed prefix and number	
Current course title	Public Speaking	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduction to speechmaking based primarily on a traditional public speaking approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Also includes techniques in controlling speech anxiety, how to structure and	Introduces speechmaking based primarily on a traditional public speaking approach. Covers classical rhetorical theory and highlights rhetoric's importance to public speaking. Aids students in developing theoretical understanding and practical application of oral communication skills. Includes techniques in controlling speech anxiety, how to structure and

organize information to present to a variety of audiences, and physical and vocal delivery skills. Prerequisite: MTH 20 or equivalent placement test score, and WR 121. Audit available.	organize information to present to a variety of audiences, and physical and vocal delivery skills. Prerequisite: MTH 20 or equivalent placement test score, and WR 121. Audit available.
Reason for change	Include historical roots of the class and discipline in the speech process (rhetoric).

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Use learned public speaking skills in order to present an effective and efficient message 2. Provide community leadership through increased organizational and presentational skills 3. Make responsible decisions though the increased ability to critically examine ideas and information 4. Continue to use strategies and skills that manage communication anxiety. 	<ol style="list-style-type: none"> 1. Use learned public speaking skills in order to present an effective and efficient message. 2. Use an understanding of the 5 canons of rhetoric to create and present effective speeches. 3. Provide skills for community leadership through increased practice in organization and presentation of ideas. 4. Make responsible decisions though the increased ability to critically examine ideas and information. 5. Use strategies and skills that manage communication anxiety. 6. Use knowledge of digital presentation tools to create and present effective presentations.
Reason for change	Add an understanding of classical rhetorical theory and use of digital presentation tools (i.e., powerpoint) to create and present speeches.

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Communication Studies	Submitter name Phone Email	Jeremy Estrella 971-722-4854
Current prefix and number	COMM 130	Proposed prefix and number	
Current course title	Business and Professional Speech Communication	Proposed title (60 characters max)	Business and Professional Communication
# Credits	4	Proposed transcript title (30 characters max)	Business & Prof. Communication
Reason for title change	To match prefix change (SP to COMM) and name change of discipline to Communication Studies.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Communication as it relates to business and professional settings. Readings and discussions focus on the climates, settings, philosophies, and practices of organizational communication, including effective business presentations. Prerequisite: WR 115, RD 115 and MTH 20	Focuses on communication as it relates to business and professional settings. Explores the climates, settings, philosophies, and practices of organizational communication, including effective business presentations. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

or equivalent placement test scores. Audit available.	
Reason for change	Update language to abide by curriculum guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Students will be able to effectively speak, listen, and interact, both verbally and nonverbally, within business environments. Students will appreciate the role of communication in the modern organization, especially as it relates to persuasive strategies and the dissemination of information. 	<ul style="list-style-type: none"> Use an understanding of communication principles to effectively speak, listen, and interact, both verbally and nonverbally, within business and professional environments. Appreciate the role of communication in the modern organization, especially as it relates to persuasive strategies and the dissemination of information.
Reason for change	Update language to abide by curriculum guidelines (active verbs).

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

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

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

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service	Submitter name Phone Email	Tyler Phillis Ex 7204 Tyler.phillis@pcc.edu
Current prefix and number	DS101	Proposed prefix and number	DS101
Current course title	DS 101 Diesel Rebuild and Lab	Proposed title (60 characters max)	DS 101 Diesel Rebuild and Lab
# Credits	12	Proposed transcript title (30 characters max)	
Reason for title change	Inclusion of lift truck training		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines engine theory, engine components, and proper diesel engine rebuild procedures. Introduces basic engine electrical and fuel systems, shop tool use and maintenance. Prerequisites: RD 80 or equivalent placement test score and MTH	Examines engine theory, engine components, and proper diesel engine rebuild procedures. Introduces basic engine electrical and fuel systems, shop tool use and maintenance. Includes lift truck inspection and operator training. Prerequisites: RD 80 or equivalent placement test score and MTH 20 or equivalent

20 or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.	placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	The forklift training has been part of the curriculum for years but has been overlooked in the CCOG's. This change is to correct the oversight.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Analyze and determine the problem and implement the correct repair of diesel engines, components and systems. Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines. Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner. 	
Reason for change	No changes to outcomes

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tyler Phillis	Tyler.phillis@pcc.edu	5/17/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	5/17/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name	Tyler Phillis
		Phone	7204
		Email	tyler.phillis@pcc.edu
Current prefix and number	DS 205	Proposed prefix and number	DS 205
Current course title	Mobile & Hydrostatic Hydraulic	Proposed title (60 characters max)	Mobile & Hydrostatic Hydraulic
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No title change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers advanced hydraulics and hydrostatics used on heavy equipment, farm machinery, marine equipment, hydraulic cranes, backhoes and other equipment. Emphasizes troubleshooting. Prerequisite: DS 105. Audit available.	Covers advanced hydraulics and hydrostatics used on heavy equipment, farm machinery, marine equipment, hydraulic cranes, backhoes and other equipment. Emphasizes troubleshooting. Prerequisite/concurrent: DS 105. Audit available.

Reason for change	This is to change the current DS105 prerequisite to a prerequisite/concurrent so that students can register for both at the same time. Students normally register for DS105 and DS205 at the same time (the two courses are 6 week modules that are taken in sequence during the same term). We currently have to do manual overrides for all students so that they can register for DS205.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply hydraulic systems knowledge to equipment applications for maintenance and trouble shooting. • Develop skills to competently diagnose, repair and maintain hydraulic equipment. • Develop skills to research and locate repair literature. 	
Reason for change	No changes to outcomes

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
DS105	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
DS105	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--	---------------------------------------	--------------------------------------	----------------------------------

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Fall 2012

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
Tyler Phillis	tyler.phillis@pcc.edu	5/17/2013
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	5/17/2013

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Smith
		Phone	971 722 8085
		Email	msmith@pcc.edu
Current prefix and number	Art 277A	Proposed prefix and number	
Current course title	Life Painting	Proposed title (60 characters max)	Life Painting A
# Credits	3	Proposed transcript title (30 characters max)	Life Painting A
Reason for title change	This course will be the first of a sequence of three		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
---	--

Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit. Prerequisite: Art 181 and Art 281. Audit available.

Addendum to Course Description

The course includes demonstrations, slides, lectures, videos/films and field trips. Students are required to complete six credit hours of painting with a grade of C or better and/or instructor's permission to [enroll](#). A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 277 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. It is recommended that students complete three credit hours of Drawing or Painting before enrolling in this course.

Addendum to Course Description

The course includes demonstrations, slides, lectures, videos/films and field trips. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. This is the first of a sequence of three courses. College level reading comprehension is necessary. Art 277A fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

Reason for change	Allows for further study under new number
-------------------	---

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon successful completion students should be able to:</p> <ol style="list-style-type: none"> 1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an expanded art vocabulary in critical dialogue about the figure painting discipline. 	<p>Upon successful completion students should be able to:</p> <ol style="list-style-type: none"> 1. Solve basic problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an basic art vocabulary in critical dialogue about the figure painting discipline.

4. Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.	4. Appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a basic awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Acquire self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.
Reason for change	Clarification of course sequencing and updating terminology

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation
term

☒ Next available term after approval
☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@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 – 4th floor.

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

PS 201 U.S. Government

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Political Science	Submitter name	Rosa M. Bettencourt
		Phone	Michael Sonleitner
		Email	4081 rbettenc@pcc.edu
Current prefix and number	PS 201	Proposed prefix and number	PS 201
Current course title	US Government: Foundations and Principles	Proposed title (60 characters max)	U.S. Government
# Credits	4	Proposed transcript title (30 characters max)	PS 201 U.S. Government
Reason for title change	Reflects broader content and is in-line with transfer institutions		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the development of constitutional traditions in the United States. Includes topics such as free speech, equal rights under law, movements, interest groups, political parties, and elections in a	Examines the development of constitutional traditions in the United States. Includes topics such as the Bill of Rights, interest groups, parties, and elections, as well as, the national institutions including the Legislative, Executive and Judicial branches of government.

democratic struggle for power. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	After examining evidence from institutional effectiveness, the SAC realized that few students take the PS 202 US Government: Institutions and Policies, and therefore are not benefiting from a complete coverage of all aspects of the US Government course. Therefore PS 201 will now include the institutions (Legislative, Executive, and Judiciary) for a more complete picture of US government. The policy portion of PS 202 will now be a separate 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to political movements, interest groups, political parties and other political entities in the United States. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions and practices. 3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues including the Bill of Rights, and equal rights under the law. 4. Use the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems in the United States. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action in a democratic society. 	<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to interest groups, political parties and other political realities in the United States. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of U. S. Government. 3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues associated with the Bill of Rights, and equal rights under the law, and other political issues. 4. Use the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address national problems within US national political institutions. 5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, accessing the various government institutions, and engaging in other opportunities for action in a democratic society.
Reason for change	PS 201 now reflects additional content moved from PS 202. PS 201 will now cover all of the previous content plus the Legislative, Executive and Judicial branches. Courses at the transfer institutions such as PSU, UO, OSU cover all of these topics in one Political Science course not two.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ 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](#).

☐ yes

☒ no

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Other departments can continue to use PS 201 to fulfill their requirements. In addition PS 202 will now focus more on the government bureaucracies (administration) and a more extensive coverage of public policy.

Implementation term

☒ x Next available term after approval

☐ Specify term (if AFTER the next available term) Fall 2013

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu	4/10/13

SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	tonya.booker@pcc.edu	4/10/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

PS 202 U. S. Public Policy & Democracy

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Political Science	Submitter name	Rosa M. Bettencourt
		Phone	Michael Sonnlitner
		Email	rbettenc@pcc.edu
			4081
Current prefix and number	PS 202	Proposed prefix and number	PS 202
Current course title	PS 202 US Government: Institutions and Policies	Proposed title (60 characters max)	PS 202 U.S. Public Policy & Democracy
# Credits	4	Proposed transcript title (30 characters max)	PS 202 US Pub. Policy & Dem
Reason for title change	Content has change and moved into PS 201. New title reflects more closely the current content which is the Bureaucracies and public policy.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the national institutions of United States politics including the Legislative, Executive, Judicial, and Bureaucratic. Include national policies, foreign policy, taxation, spending priorities, government	Examines the public administration of and management issues relating to US national bureaucratic institutions, examining how these impact a wide range of domestic policies including taxation, spending priorities, economic regulations, poverty

regulations and entitlements. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	programs, healthcare, and environmental programs, social security and other entitlements, and other concerns.
Reason for change	PS 202 now focuses on the bureaucracies and policies of the US government. The institutions (legislative, executive and Judiciary) are now covered in PS 201. This is more in-line with our transfer institutions.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to conflicts associated with formulating national public policy such as taxation and spending policies. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of national institutions of U.S. politics including the branches of government and policies associated with them. 3. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding both domestic and foreign policy issues in the U.S. 4. Use the ability to reason quantitatively and qualitatively using analytical skills to address national problems with U.S. political institutions and policies. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies. 	<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to conflicts associated with formulating national public policy such as taxation and spending policies. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of national bureaucratic institutions of U.S. politics as these operate in relation to Legislative, Executive and Judicial mandates. 3. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding a wide range of domestic public policy issues in the US. 4. Use the ability to reason quantitatively and qualitatively using analytical skills to address national problems with public administration within US bureaucratic institutions, including various management styles. 5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.
Reason for change	Outcomes now reflect the major focus of the course which is public policy.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ 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](#).

☐ yes

☐ no

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes

☐ No

Other departments can continue to use PS 202 which will now focus more on the government bureaucracies (administration) and a more extensive coverage of public policy.

Implementation term

☐ x Next available term after approval

☐ Specify term (if AFTER the next available term) FALL 21013

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

Section # 2 Department Review

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

SAC Chair (type name)

Email

Date

Rosa M. Bettencourt	rbettenc@pcc.edu	4/10/13
SAC Administrative Liaison (type name)	Email	Date
Tonya Booker	Tonya.booker@pcc.edu	4/10/13
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:	Political Science	Submitter name Phone Email	Nicholas Paine 971-722-7852 (O) 503-261-3936 (cell) nicholas.paine@pcc.edu Nicholas.paine@pcc.edu
Course Prefix and Number:	PS 200	# Credits:	4
Course Title: (60 characters max)	Introduction to Political Science	Transcript Title (30 characters max)	Introduction to Political Science
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
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

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"/>

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces the central themes and fundamental issues of political life. Examines the nature and meaning of politics and political behavior in both domestic and international settings. Explores fundamental concepts and ideas associated with government and politics. Includes political culture, philosophy, ideology, government, democracy, public policy and international relations.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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: Reading 90	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: Writing 90	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: Math 20	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1) Apply basic concepts of politics and government to world events. 2) Analyze the behavior of individuals and political institutions as they differentiate between nations. 3) Apply analytical skills in written and oral communication in regards to current political issues. 4) Develop and articulate personal political viewpoints while maintaining respect for others' views.
Course activities and design: (from CCOG)	<ol style="list-style-type: none"> 1) Critical reflection papers 2) Written short answer exams 3) Presentations 4) Group discussions 5) Group debates 6) Current events research
Outcomes assessment strategies:	<ol style="list-style-type: none"> 1) Students accurately use general political concepts. 2) Students are able to verbalize and describe their philosophical and ideological preferences. 3) Written assignments show content knowledge as well as strong organization. 4) Research assignments indicate professional academic studies and/or readings, beyond just general websites.
Course	<ol style="list-style-type: none"> 1) political culture

Content: Themes, Concepts, Issues and Skills: (from CCOG)	2) political philosophy 3) political ideologies 4) government: parliaments vs. presidential systems 5) democracy vs. authoritarianism 6) public policy 7) international relations and foreign policy
Reason for the new course	A large percentage of Oregon students graduate high school with no political or civic knowledge. This occurs, in part, because government is not a state requirement for high school graduation. This course serves as an introduction to politics and government to help students with their basic content knowledge and writing skills before taking the more content specific Political Science courses that required college level writing skills. Also, this course is a required course for Political Science majors at Portland State University (2012-13 Catalog p. 353-354).

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	Portland State University
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" 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 checked="" type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Portland State University – PS 200 Mount Hood Community College – PS 200
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" 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):	Bachelor of Arts	# credits:4
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required as part of the major in Political Science at Portland State University.	
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.	There is no content overlap with other programs.
--	--

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.	There is no potential impact on another department or campus.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available

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 (type name)	Email
Rosa Bettencourt	rbettenc@pcc.edu
SAC Administrative Liaison (type name)	Email
Tonya Booker	tonya.booker@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:	Political Science	Submitter name Phone Email	Tom Scales 971-722-3914 (voice); 503-317-3809 (cell) Tom.scales@pcc.edu
Course Prefix and Number:	PS 297	# Credits:	4
Course Title: (60 characters max)	Environmental Politics and Policy	Transcript Title (30 characters max)	Env. Politics and Policy
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
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
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"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces the politics of environmental policymaking in the United States. Examines the key factors behind environmental policy conflicts, with an emphasis on themes and patterns that cut across cases. Explores topics such as interest groups, social movements, political culture, public opinion, court decisions, political leadership, media coverage and partisanship.		

Addendum to Course Description:	
---------------------------------	--

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

1. Identify and analyze the key variables that influence the resolution of environmental policy conflicts in the United States.
2. Demonstrate a strong understanding of the institutional context within which environmental policies are proposed, formulated and implemented.
3. Critically evaluate the pros and cons of various regulatory strategies and the challenges associated with implementation.
4. Apply theories of policy development to real-world environmental problems affecting our communities and natural areas.
5. Apply sustainable practices in the workplace, in our communities, and in the development of public policy (Green Outcome).
6. Use an awareness of the impacts of ecological issues and policies on communities of diverse backgrounds in order to interact with sensitivity, respect, and a sense of responsibility to others and the future (Green Outcome).

Course activities and design:
(from CCOG)

The course design will encourage active student engagement in the learning process. Possible course activities include interactive lectures, class discussions, student debates, oral presentations, reading reflections, research papers, short-answer exams, films, and guest speakers.

Outcomes assessment strategies:

Methods of student assessment may include the following:

1. Short-answer exams testing students' depth of understanding of key concepts and topics.
2. Short-essay exams testing students' ability to think holistically about the interrelationship of major course themes.
3. Small writing assignments requiring students to reflect critically on either required reading material or current events.
4. Analytical research paper requiring students to explore a particular environmental policy conflict in greater depth and sophistication.

	<ol style="list-style-type: none"> 5. Oral presentations on assigned readings, optional readings, current events, or term paper research and findings. 6. Student debates challenging students to defend competing perspectives on contemporary environmental policy conflicts.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> 1. Environmental Policy: Historical Context <ol style="list-style-type: none"> a. Precursors to and emergence of environmentalism b. Major policy trends and developments since the 1970s 2. Environmental Policymaking: Institutional Setting <ol style="list-style-type: none"> a. Constitutional origins and constraints b. Congressional power: Partisanship, gridlock and ambiguous mandates c. Executive power: Presidential leadership and agency discretion d. Judicial power: Competing judicial philosophies e. Federalism: Sharing and debating policymaking responsibilities 3. Environmental Policymaking: Socio-cultural Setting <ol style="list-style-type: none"> a. Political culture, values and public opinion b. Social movements and counter-movements c. Interest groups d. Science and economics e. Media and messaging 4. Risk Assessment <ol style="list-style-type: none"> a. The role and limits of science b. Challenges associated with determining acceptable risk c. Risk assessment, racism and environmental justice 5. Air and Water Pollution <ol style="list-style-type: none"> a. The birth of modern environmentalism b. The statutory framework c. Regulatory challenges d. Contemporary issues and climate change 6. Toxic and Hazardous Waste <ol style="list-style-type: none"> a. A growing and daunting problem b. The statutory framework c. Regulatory challenges d. Contemporary issues 7. Energy Policy <ol style="list-style-type: none"> a. Energy and environmental policy b. The government versus the market c. From fossil fuels to renewable energy d. Energy policy in the 21st century 8. Public Land Management <ol style="list-style-type: none"> a. The original environmental problem b. History of the public domain and federal land agencies c. Trends in the use and value of public lands d. Contemporary management conflicts

Reason for the new course	To offer a course in one of the most important and fastest growing fields of public policy, in a region on the cutting edge of environmental policy innovation. To provide another option to PCC students with an interest in sustainability and environmental issues.
---------------------------	--

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	All PSU will accept the course for the major. UO offers the same course (PS 297) with the same title.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU - ESM 222: Applied Environmental Studies: Policy Considerations UO - PS 297: Intro to Environmental Politics and Policy
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

Section 10 - Additional Information for DL 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):	Elective for AAOT, AAS, AS, AGS, ASOT-B	# credits: 4
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It is an elective for the above degrees.	

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.	ESR 201 Applied Environmental Studies: Science/Policy Considerations A representative of the ESR program (Kim Smith, Sociology) has been consulted and she is excited about the proposed course. We view this course as an opportunity to strengthen PCC's offerings relating to environmental issues.
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.	Our SAC has approved this new course. The substantive focus of this course will not present any conflicts or significant overlap with course offerings in other departments.
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.	We anticipate only a positive impact on other related programs. This course is intended to compliment other related course offerings, and offer another option to students with an interest in sustainability and environmental issues. If approved, SPARC Chair Lutgarda Cowan has recommended that it be added to the "Green List" of PCC courses that address sustainability issues.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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 (type name)	Email
Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Administrative Liaison (type name)	Email
Tonya Booker	Tonya.booker@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

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Biotechnology	Submitter name	Jayme Gallegos
		Phone	971-722-7254
		Email	jayme.gallegos@pcc.edu
Current prefix and number	BIT 201	Proposed prefix and number	same
Current course title	Immunochemical Methods	Proposed title (60 characters max)	same
# Credits	4	Proposed transcript title (30 characters max)	Immunochemical Methods
Reason for title change	No change.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the general properties and uses of antibody molecules. Includes an overview of immune response, biosynthesis of immunoglobulin, obtain, purifying and labeling antibodies, and using antibodies in a variety of common applications (ELISA,	Introduces the general properties of antibodies. Includes an overview of the immune response, antibody structure and function, biosynthesis of immunoglobulin, methods to obtain, purify and label antibodies, and the use of antibodies in common techniques in biotechnology, such as western blot,

Western blot, immunoprecipitation and immunocytochemistry, antibody-based affinity chromatography).	immunoprecipitation, immunocytochemistry, FACS, ELISA and lymphocyte purification.
Reason for change	Updated from 2008 to current topics and text of 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>-plan, carry out and interpret the results of several different immunochemical procedures using standard laboratory protocols. These should include, but not be limited to, Ab purification, ELISA and western blot.</p> <p>-Communicate the methods and results of laboratory work in the form of standard scientific reports, oral presentation and the laboratory notebook</p>	<p>- Plan, carry out and interpret the results of several different immunochemical procedures including, but not limited to, antibody purification, western blot and ELISA assay.</p> <p>- Communicate the methods and results of laboratory work in the form of laboratory notebooks and other assignments as chosen by the instructor (such as problem sets, formal laboratory reports, oral presentations, etc).</p> <p>- Learn to design and interpret appropriate experimental controls and solve common problems associated with several common immunochemical techniques.</p> <p>- Practice working in teams, good laboratory practice and professionalism as it relates to working with immunochemical processes.</p>
Reason for change	Update from 2008 to reflect updated course organization and methods used in class as well as department core requirements.

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

Current prerequisites, corequisites and concurrent

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

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

☒ Placement into: BIT 109, BI 112 and CH 104 or instructor approval.

prefix & number: BIT 109

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: BI 112

☒ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: BIT 109, BI 112 and CH 104 or instructor approval.			
prefix & number: CH 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 type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
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
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:	Industrial Maintenance Technology (IMT)	Submitter name phone and email	James Carlin 503 842-8222 ext. 1900 carlin@tillamookbay.cc	
Prefix and Course Number:	IMT 103	Credits:	4	
Course Title: (60 characters max)	Applied Industrial Technology Mathematics	Transcript Title (30 characters max)	Industrial Mathematics	
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		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:	
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 each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)				
Provides exposure to practical math most commonly encountered in industrial settings. Concepts covered will include: fractions, decimals, units, conversions, measurements, using equations to calculate area and volume, basic algebra and trigonometry. Utilizes real-world scenarios that require application of gained math skills in order to find a solution.				
Addendum to course 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: MTH 20	<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

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See 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"> Combine and reduce fractions relating to common dimensional measurements in the U.S. unit system. Express decimal and fractional forms, converting from one to the other as applied in converting between metric and U.S. unit systems. Show proficiency in basic calculator use, utilizing unit conversion features as well as scientific and engineering notation modes common to industrial calculations. Identify and communicate units associated with a variety of common industrial measurements and perform necessary conversions of these unit quantities. Properly obtain and record measurements in industrial environments using calipers, micrometer, and other measuring devices. Apply correct algebraic and trigonometric formulas in calculating areas, volumes, lengths, and angles as they apply to solving relevant industrial problems. Confidently use mathematical skills gained in the course to recognize, problem-solve, and interpret results of real-world industrial problems.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> Lecture and/or podcast Homework problems involving real-world application Textbook activities Workplace application project
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> Completion of assigned homework problems Completion of assigned workplace project Written and/or hands-on tests
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><u>Themes:</u> Apply practical mathematics to solve common industrial scenarios</p> <p><u>Concepts:</u> Industrial application of mathematics</p> <p><u>Issues:</u> Correctly identify and implement proper application of mathematics to effectively solve problems in the workplace</p> <p><u>Skills:</u> Obtain and interpret physical measurements, apply gained mathematical skills to various industrial settings.</p> <ol style="list-style-type: none"> Locate and use the following calculator functions: square root, cube root, exponents, fractions, scientific notation, mixed numbers, pi, degrees, minutes, seconds, radians, signed numbers, right triangle trig and inverse functions.

	<ol style="list-style-type: none"> 2. Use proper calculator "order-of-operations". 3. Make rough estimates, round whole and decimal numbers, and check for reasonable answers. 4. Read and interpret measurements using: ruler, protractor, micrometer, and calipers. 5. Convert between U.S. and S.I. units using calculator. 6. Convert from one metric unit to another by using powers of ten and prefix identification. 7. Identify/write/substitute/solve algebraic formulas for practical industrial computations. 8. Draw perpendicular/parallel lines, line segments, circles, and arcs using measurable dimensions. 9. Solve equations for circumference, perimeter, cross-section area, surface area, and diameter as applied to material, machinery, and manufacturing systems. 10. Identify/solve/label correctly for areas of common geometry found in industry: squares, rectangles, triangles, trapezoids, parallelograms and circles. 11. Identify/solve/label correctly for common industrial volumes: cubes, rectangular solids, triangular solids, trapezoidal solids, cylinders, and spheres. 12. Use right triangle trigonometry to calculate distance and /or degrees in angles as applied to creation of machine components, placement of load-bearing equipment, rigging, ramps, sine-bar computations, measuring angles with discs, and other industrial applications. 13. Calculate % as applied to slope, discounts, power, loads, graphs, and output. 14. Understand rates/ratios as applied to: lumber, construction, gears, drive systems, hydraulics, pneumatics, and other industrial applications. 15. Calculate fastener threading, helix angles, speed and feed for cylindrical tools, and taper. 16. Estimate amounts and costs of materials used to develop/ build/maintain industrial machinery and manufacturing processes. 17. Interpolation using and interpretation of graphs and charts. 18. Conceptualize the differences between 1, 2, and 3 dimensional applications. 19. Be able to utilize proportion as a solution method.
--	---

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.	Need for practical math skills pertaining directly to industrial applications.	
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):	Industrial Maintenance Technology	# credit: 54
Name of degree(s):	Industrial Maintenance Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Course provides related instruction in computation for both certificate and degree. Course adds contextualized math to offerings.	
---	---	--

Is this course used to supply related instruction for a certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	--

If **no** is selected continue to part three.

If **yes** is selected complete the [Related Instruction in CTE Courses](#) 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	May transfer as elective or major course to another community college with an industrial technology program.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	N/A
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.	<p>PCC courses: MCH 120 "Machine Shop Math" and MTH 22 "Measurements" focus specifically on math used in the machine shop environment and math used solely for measurements, respectively.</p> <p>TBCC's proposed IMT 103 "Industrial Mathematics" course uses concepts found in the PCC courses listed above with the primary difference being the use of math skills that apply to a broader scope of industrial applications. Another difference is the implementation of skills gained in the course being directly applied to actual workplace projects so that effects can be readily and pragmatically observed by students.</p>
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 (TBCC course)
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. TBCC course.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:

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

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date

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

Related Instruction for CTE Courses

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

General Information			
Department:	IMT	Submitter:	James Carlin, TBCC
Prefix and Course Number:	IMT 103	Submitter Phone and Email:	(503) 842-8222, ext. 1900 carlin@tillamookbay.cc
Credit	4	Course Title:	Applied Industrial Technology Mathematics

Details of Related Instruction
<p>guidelines for identifying related instruction</p> <p>Identify the number of hours and the course activities in the areas of:</p> <p>1) computation, 2) communication and 3) human relations.</p> <p>Please be as specific as possible about the nature of the activities and instruction</p> <p>A result of the NWCCU report is that related instruction must be identified within a course outcome.</p>

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	120
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ol style="list-style-type: none"> Combine and reduce fractions relating to common dimensional measurements in the U.S. unit system. Express decimal and fractional forms, converting from one to the other as applied in converting between metric and U.S. unit systems. Show proficiency in basic calculator use, utilizing unit conversion features as well as scientific and engineering notation modes common to industrial calculations. Identify and communicate units associated with a variety of common industrial measurements and perform necessary conversions of these unit quantities. Properly obtain and record measurements in industrial environments using calipers, micrometer, and other measuring devices. Apply correct algebraic and trigonometric formulas in calculating areas, volumes, lengths, and angles as they apply to solving relevant industrial problems. Confidently use mathematical skills gained in the course to recognize, problem-solve, and interpret results of real-world industrial problems. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ol style="list-style-type: none"> Locate and use the following calculator functions: square root, cube root, exponents, fractions, scientific notation, mixed numbers, pi, degrees, minutes, seconds, radians, signed numbers, right triangle trig and inverse functions. Use proper calculator "order-of-operations". Make rough estimates, round whole and decimal numbers, and check for reasonable answers. Read and interpret measurements using: ruler, protractor, micrometer, and calipers. Convert between U.S. and S.I. units using calculator. Convert from one metric unit to another by using powers of ten and prefix identification. Identify/write/substitute/solve algebraic formulas for practical industrial computations. Draw perpendicular/parallel lines, line segments, circles, and arcs using measurable dimensions. 		

9. Solve equations for circumference, perimeter, cross-section area, surface area, and diameter as applied to material, machinery, and manufacturing systems.
10. Identify/solve/label correctly for areas of common geometry found in industry: squares, rectangles, triangles, trapezoids, parallelograms and circles.
11. Identify/solve/label correctly for common industrial volumes: cubes, rectangular solids, triangular solids, trapezoidal solids, cylinders, and spheres.
12. Use right triangle trigonometry to calculate distance and /or degrees in angles as applied to creation of machine components, placement of load-bearing equipment, rigging, ramps, sine-bar computations, measuring angles with discs, and other industrial applications.
13. Calculate % as applied to slope, discounts, power, loads, graphs, and output.
14. Understand rates/ratios as applied to: lumber, construction, gears, drive systems, hydraulics, pneumatics, and other industrial applications.
15. Calculate fastener threading, helix angles, speed and feed for cylindrical tools, and taper.
16. Estimate amounts and costs of materials used to develop/ build/maintain industrial machinery and manufacturing processes.
17. Interpolation using and interpretation of graphs and charts.
18. Conceptualize the differences between 1, 2, and 3 dimensional applications.
19. Be able to utilize proportion as a solution method.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs.

Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
---	--

<input checked="" type="checkbox"/> Computation	Licensed Millwright with 5 years work experience. Or Successful completion of MTH 111, 112, and statistics; or equivalent college-level series.
---	--

<input type="checkbox"/> Communication	
--	--

<input type="checkbox"/> Human Relations	
--	--

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 102	Proposed prefix and number	
Current course title	Industrial Safety (OSHA)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
IMT 102: Provides an introduction to the essential skills needed to maintain safety in industrial workplaces. Includes information regarding general accident prevention.	Provides an introduction to the essential skills needed to maintain safety in industrial workplaces. Includes information regarding general accident prevention and covers OSHA standards and regulations in industry. Delivers training in: accident prevention, material safety data sheets (MSDS), hazardous materials, first

	aid, and CPR/AED. Successful completion will attain First-Aid and adult CPR/AED certification cards. Recommend: RD 115.
Reason for change	TBCC is proposing a change to eliminate redundancy in the IMT industrial safety curriculum; presently there are two classes that overlap (IMT 102 and HE 125). This course revision will combine and condense the material from both courses to bring more efficiency to the delivery of IMT program curriculum.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply safe work practices to promote and develop safe environments within the industrial workplace. • Apply OSHA and OR-OSHA rules and laws to develop safe operational processes and procedures for common situations that occur in manufacturing and construction industries. • Integrate learning to develop and operate a functioning safety committee and reporting processes that would suffice for compliance of state and federal safety rules and laws. 	<ul style="list-style-type: none"> • Apply safe work practices to promote and develop safe environments within the industrial workplace. • Apply OSHA and OR-OSHA rules and laws to develop safe operational processes and procedures for common situations that occur in manufacturing and construction industries. • Integrate learning to develop and operate a functioning safety committee and reporting processes that would suffice for compliance of state and federal safety rules and laws. • Apply working knowledge of first aid/CPR, and AED technology. Maintain 1st Aid and CPR/AED certifications. • Complete an MSDS sheet correctly using current industry standards. • Apply principles of machine safety to determine potential hazards and prevent them in the workplace.
Reason for change	TBCC is proposing a change to eliminate redundancy in the IMT industrial safety curriculum; presently there are two classes that overlap (IMT 102 and HE 125). This course revision will combine and condense the material from both courses to bring more efficiency to the delivery of IMT program curriculum.

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	James Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 105	Proposed prefix and number	
Current course title	Industrial Hydraulics I	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides instruction in reading and developing an understanding of hydraulic theory, analysis of fundamental hydraulic schematics, troubleshooting common hydraulic problems and maintaining hydraulic systems used in a variety of	Provides instruction in reading and developing an understanding of hydraulic theory, analysis of fundamental hydraulic schematics, troubleshooting common hydraulic problems and maintaining hydraulic systems used in a variety of production applications. Prerequisite: WR 115, RD 115 and MTH 20 or

production applications. Prerequisite: MTH 20 and IMT 204 or instructor approval.	equivalent placement test scores.
Reason for change	Change of requisites only.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply hydraulic theory and principles to develop and evaluate hydraulic systems used commonly in industrial applications. • Analyze hydraulic schematics to facilitate the logical troubleshooting of hydraulic systems and components. • Use hydraulic theory, proper safety procedures, and common hydraulic tools (i.e., flow meters, and pressure gauges) to troubleshoot common hydraulic system components (e.g. servos and actuators) and application problems. • Apply preventative maintenance systems in the maintenance of hydraulic systems, including filtration system maintenance. 	
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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: MTH 20	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: IMT 204	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	James Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 120	Proposed prefix and number	
Current course title	Drive Systems	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	No Change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides instruction in troubleshooting, maintaining and repairing drive systems, including belt, chain, and gear drives. Applications and handling of seals and shaft alignment are included in this course.	Provides instruction in troubleshooting, maintaining and repairing drive systems, including belt, chain, and gear drives. Applications and handling of seals and shaft alignment are included in this course. Prerequisites: MTH 20, WLD 102.

Reason for change	Requisite change only.
-------------------	------------------------

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Use power transmission theory to troubleshoot, maintain and repair major drive systems (e.g. belt drive systems, chain drive systems, gear drive systems) commonly used in industry. • Apply systems knowledge to analyze and prevent drive system failures. • Apply an understanding of horse power transfer, speed ratios and tensioning techniques in manufacturing processes. 	
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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WLD 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 20	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 200	Proposed prefix and number	
Current course title	Pumps and Valves	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides instruction in how to troubleshoot and maintain industrial pumping systems. Content includes alignment procedures, rebuild methods, installation of packing and seals for pumps and valves and selecting pumps for specific applications.	Provides instruction in how to troubleshoot and maintain industrial pumping systems. Content includes alignment procedures, rebuild methods, installation of packing and seals for pumps and valves and selecting pumps for specific applications. Prerequisite: IMT 105. Prerequisite/concurrent: IMT 103.

Reason for change	Change in requisites only.
-------------------	----------------------------

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply hydraulic theory to maintain, troubleshoot and repair industrial pumps, heat exchangers, and servo units and other hydraulic system components commonly found in manufacturing. • Align pumps and drivers for efficient operation. • Skillfully use systems to prevent and analyze pump failures. • Skillfully use hydraulic schematics in situations ranging from assembly of systems to troubleshooting. • Demonstrate safe practices in the repair of pumps. • Apply knowledge of valve and gate type applications for troubleshooting in pumps commonly used in manufacturing situations. • Identify valve and gate types and applications in pumps 	<ul style="list-style-type: none"> • Apply hydraulic theory to maintain, troubleshoot and repair industrial pumps, heat exchangers, and servo units and other hydraulic system components commonly found in manufacturing. • Align pumps and drivers for efficient operation. • Use systems to prevent and analyze pump failures. • Use hydraulic schematics in situations ranging from assembly of systems to troubleshooting. • Demonstrate safe practices in the repair of pumps. • Apply knowledge of valve and gate type applications for troubleshooting in pumps commonly used in manufacturing situations. • Identify valve and gate types and applications in pumps
Reason for change	Clarify statements.

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

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

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: IMT 103	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
prefix & number: IMT 105	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 220	Proposed prefix and number	
Current course title	Proportional Hydraulics	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the industrial applications of proportional hydraulics theory, application, troubleshooting and repair of these advanced hydraulic applications.	Examines the industrial applications of proportional hydraulics theory, application, troubleshooting and repair of these advanced hydraulic applications. Prerequisite: IMT 200.

Reason for change	Prerequisite change only.
-------------------	---------------------------

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Use proportional hydraulics in industrial applications. • Apply hydraulics in the design, operation and application of different proportional valves to different industrial needs. • Apply hydraulic amplifier design and operation theory to different industrial settings. • Use switching control (i.e., speed control) in different industrial processes. • Use mathematical formulas and theorems to perform calculations of motion related to hydraulic cylinder drives. • Use common safety practices in the repair of hydraulic systems. • Troubleshoot and repair hydraulic systems. 	
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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	Jim Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 222	Proposed prefix and number	
Current course title	Basic Statistical Process Control Applications	Proposed title (60 characters max)	Lean Manufacturing Process Control
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	The title change more accurately reflects the course objectives.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides instruction in the use of statistical process control to improve maintenance and production processes. Prerequisite: MTH 65.	Provides instruction in concepts of quality, value, industrial standards, and "lean manufacturing" methods involving the improvement of industrial efficiency and production. Also covers the use of statistical process control to improve maintenance and production processes. Prerequisites: IMT 103.

Reason for change	It was determined by the IMT advisory committee that the original design of the course was based on a textbook suited for mechanical and industrial engineers, where much more emphasis was placed on the mathematics of statistical theory than applicable methods useful to technicians. The revised course will discuss the same general concepts, but at a level commensurate to technicians and millwrights in industry.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Use mathematical theories to apply statistical concepts that form Statistical Process Control and perform industrial applications of its implementation. • In manufacturing operations, recognize common causes and effects of variation of processes on production output. • Use the different types of control charts often used as part of statistical process control systems and interpret different control charts from actual industrial processes to control output. • Apply principles of statistical process control to carry out corrections needed from the interpretation of different charts noting opportunities for improvement. 	<ul style="list-style-type: none"> • Identify and implement “lean manufacturing” methods to a variety of industrial applications. • Identify procedures and processes where waste is commonly found; develop elimination-of-waste strategies. • Apply basic statistical concepts related to process control and optimization. • Recognize common causes and effects of variation of processes on production output. • Use and interpret the different types of control charts commonly used as part of statistical process control systems. • Apply principles of statistical process control to carry out corrections needed from the interpretation of different charts noting opportunities for improvement.
Reason for change	It was determined by the IMT advisory committee that the original design of the course was based on a textbook suited for mechanical and industrial engineers, where much more emphasis was placed on the mathematics of statistical theory than applicable methods useful to technicians. The revised course will discuss the same general concepts, but at a level commensurate to technicians and millwrights in industry.

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

Current prerequisites, corequisites and concurrent

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

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

<input type="checkbox"/> Placement into: .			
prefix & number: MTH 65	<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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: IMT 103	<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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Industrial Maintenance Technology	Submitter name	Jim Carlin
		Phone	503 842-8222 ext. 1900
		Email	carlin@tillamookbay.cc
Current prefix and number	IMT 230	Proposed prefix and number	
Current course title	Techniques of Preventative Maintenance	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the development and implementation of a preventative maintenance program using proven actions and procedures and common computer software. Prerequisites: None.	Provides an overview of preventative maintenance (PM) concepts and techniques for industrial systems including: hydraulics, bearings/seals/lubrication, drives & gears, pumps & valves, and pneumatics. Examines implementation of PM program using proven actions and procedures and common computer software.

Reason for change	The IMT advisory committee found the existing course focusing primarily on how to write PM manuals and design a PM program. It was determined that additionally covering actual PM procedures for a variety of common industrial systems would be beneficial. The design and implementation of a viable PM program would still be used, however in the capacity of a final capstone project for 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply preventive maintenance practices to develop a preventive maintenance system and inventory management system using common computer technology (software) to organize and maintain the system. • Evaluate predictive maintenance and preventative maintenance and their advantages and disadvantages to the production process in manufacturing. • Design an actual preventative maintenance process for a specific piece of equipment commonly found in manufacturing processes. 	<ul style="list-style-type: none"> • Identify differences between preventative maintenance (PM) and predictive maintenance (PdM) and how they are specifically implemented in various industrial systems and manufacturing processes. • Apply proper PM and PdM procedures to specific industrial systems. • Design a PM manual and process for a specific piece of equipment commonly found in industrial processes. • Apply PM practices to develop a PM program and inventory management system using computer software applications.

Reason for change	The IMT advisory committee found the existing course focusing primarily on how to write PM manuals and design a PM program. It was determined that additionally covering actual PM procedures for a variety of common industrial systems would be beneficial. The design and implementation of a viable PM program would still be used, however in the capacity of a final capstone project for the 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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Rick Willebrand	rwillebr@pcc.edu	3/26/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.Wenger1@pcc.edu	3/26/13
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:	English	Submitter name Phone Email	Jeff Jaeckle
Course Prefix and Number:	ENG 230	# Credits:	4
Course Title: (60 characters max)	Environmental Literature	Transcript Title (30 characters max)	Environmental Literature
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 4 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		N/A	
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
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	X
	Pass/No pass	X	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 [sentences] phrases.			
Course Description: (field will expand as needed)	Introduces texts that explore the relationship between people and their environments, both natural and built. Examines historical trends that have shaped our thinking, understanding, and feelings about how humans and the natural world interact. Explores literary writings on issues of sustainability, environmental justice, ecological literacy, and a sense of place.		

Addendum to Course Description:	The readings for the course are inevitably interdisciplinary, touching on botany, biology, ecology, natural history, philosophy, ethics, religion, public policy, sociology, and business management. However, no background in any of these areas is required.
---------------------------------	---

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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

<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
None – please explain	

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completion of the course with a C or better, students should be able to: <ol style="list-style-type: none"> 1. Identify, define, and evaluate kinds of environmental literature. 2. Identify and explain the strategies which poets, novelists, essayists and other writers have used to address environmental questions. 3. Use the methods of literary analysis and literary history to identify changing trends in environmental tropes and concerns. 4. Apply an understanding of environmental literature to explain the interconnected environmental effects of everyday decisions we make as individuals and a culture. 5. Critically examine the complex and interconnected relationship between human behavior and the environment through a lens of sustainability and the “triple bottom line” of people, planet, and profit.
Course activities and design: (from CCOG)	Class meeting time may include lecture, videos, discussion, small-group discussion, in-class writings, and perhaps guest speakers. Students may post blogs or messages and comment on other students’ postings. Out-of-class activities may include field trips to local manifestations of the content of the readings; regular observations of a particular outdoor environment throughout the term; and a service-learning project engaged with the environment.
Outcomes assessment strategies:	Instructors vary on methods of assessment, but generally instructors employ some combination of quizzes, exams, essays, reading notebooks, and observation journals. Students who miss more than a week’s worth of class may not receive an A; those who miss two weeks’ worth of class may not pass the course. The final grade is generally based upon the quality and extent of students’ understanding of the course readings and discussions, as demonstrated in writings, discussion in class, and conferences.
Course Content: Themes, Concepts,	Themes Relationship between people and landscape Sustainability Environmental justice

Issues and Skills: (from CCOG)	Environmental ethics Environmental literacy A sense of place Concepts Bioregion Ecosystem Nature Natural resources Nature deficit disorder Ecological literacy Dwelling in Place Topophilia Edges Liminal character Garden Pastoral The commons The frontier Savages Manifest destiny American exceptionalism The built environment vs. the natural environment Economic centralization vs. decentralization The Great Economy Secondary lands National sacrifice zones Ecofeminism Peak oil Climate change
Reason for the new course	PCC is one of the few environmentally aware and sustainability-committed colleges that doesn't have a literature course devoted on literary treatments of the relationships between people and the landscapes they live in. Such a course engages students with literary readings of the past and present on a cluster of the major issues of our time, including sustainability, climate change, environmental justice, natural history, evolution, endangered species, science literacy, and a sense of place.

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	University of Oregon
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" 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	ENG 230 Intro to Environmental Literature, Univ. of Oregon ENG 230 Environmental Literature, Umpqua Community College ENG 269 Environmental Literature, Chemeketa Community College ENG 269 Environmental Literature, Oregon Coast Community College
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 checked="" 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):	N/A	# credits:
Name of degree(s):	N/A	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	N/A	
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.	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.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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 (type name)	Email
Jeff Jaeckle	jeff.jaeckle@pcc.edu
SAC Administrative Liaison (type name)	Email
David Stout	dstout@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.	