

CURRICULUM/GEN ED COMMITTEE
 a standing committee of the Education Advisory Committee
 Agenda
 June 6, 2012
 Sylvania CC, Conference Rm B

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

Experimental Courses:

ART 199F – Food Photography: From the Farm to the Table
 ART 199Z – Publishing a Photographic Zine
 ABE 99A – Advanced Integrated Reading and Writing
 ABE 99B – Foundations of Math 1
 MM 199M – Introduction to Mobile Interface Design

Course Inactivation:

HIM 292 - Health Information Directed Practice 1

Available Grading Option:

AVS 107 – Flight Lab Level 1 – changed to A-F only
 AVS 207 – Flight Lab Level 2 – Changed to A-F only

Lutgarda Cowan – SPARC Presentation

Old Business:

639. BI 200B – Principles of Ecology: Field Biology
 Course Revision – Des, Out

640. BI 200B – Principles of Ecology: Field Biology
 Designation – General Education

New Business:

672. BI 121 – Introduction to Human Anatomy and Physiology
 Course Revision – Req

673. CAS 211 – Intermediate Dreamweaver
 Course Revision – Number, Title, Des, Out

674. CAS 211 – Intermediate Dreamweaver
 Related Instruction

675. CJA 251 – Management Strategies for Police Leaders
New Course

676. CJA 252 – Innovative Police Leadership
New Course

677. CJA 253 – Critical Thinking for Police Leaders
New Course

678. BA 131 – Computers in Business
Course Revision – Title, Des, Out

679. BA 205 – Solving Communications Problems with Technology
Course Revision – Title, Des, Out

680. BA 280A – CE: Business Experience
Course Revision – Des

681. BA 280A – CE: Business Experience
Contact/Credit Hour

682. HST 100 – Introduction to History
Course Revision – Des, Req, Out

683. FP 207 – Fire Service Based Emergency Medical Service
New Course

684. FP 273 – Fire Service Human Resource Management?
New Course

685. FP 274 – Introduction to Fire and Emergency Administration
New Course

686. FP 275 – Community and Government Relations
New Course

687. ART 240 – Digital Photography II
Contact/Credit Hour

688. SPA 260A – Spanish Culture
Course Revision – Title, Des, Out

689. SPA 262A – Spanish Culture
Course Revision – Des, Out

690. ETC 113 – Communication Center Operations: Service Dispatcher
New Course

691. ETC 124 – Radio Communications Lab
New Course

692. ETC 125 – Introduction to Fire Communications
New

693. ETC 103 – Introduction to Emergency Telecommunications
Course Revision – Des, Out

694. ETC 104 – Emergency Telecommunications-Call Taking
Course Revision – Title, Des, Out

695. ETC 105 – Crisis Intervention and CISM
Course Revision – Des, Out

696. ETC 106 – Introduction to Criminal Law
Course Revision – Title, Des, Out

697. ETC 108 – Transcription for Telecommunicators
Course Revision – Title, Des, Out

698. ETC 111 – Communication Center Operations – Intermediate Skills
Course Revision – Des, Out

699. ETC 112 – Communication Center Ops –Adv
Course Revision – Title, Des, Out

700. ETC 115 – Emergency Telecommunication: Capstone
Course Revision – Number, Title, Des, Out

701. ETC 203A – Tactical Dispatching for High Risk Incidents
Course Revision – Number, Des, Out

702. EM 101 – Introduction to Emergency Services
Related Instruction

703. EM 103 – Introduction to Radio Communication
Related Instruction

704. ETC 103 – Introduction to Emergency Telecommunications
Related Instruction

705. ETC 104 – NAED Basic Telecommunicator Certification
Related Instruction

706. ETC 105 – Crisis Intervention & Critical Incident Stress Management
Related Instruction

707. ETC 106 – Law for Telecommunicators

Related Instruction

708. ETC 108 – Intro to Computer Aided Dispatch

Related Instruction

709. ETC 110 – Communication Center Operations – Basic Skills

Related Instruction

710. ETC 111 – Communication Center Operations – Intermediate Skills

Related Instruction

711. ETC 112 – Communication Center Operations – 911 Dispatcher

Related Instruction

712. ETC 113 – Communication Center Operations – Services Dispatcher

Related Instruction

713. ETC 124 – Radio Communications Lab

Related Instruction

714. ETC 201 – Law Enforcement Data System

Related Instruction

715. ETC 202 – Emergency Medical Dispatch: Overview

Related Instruction

716. ETC 215 – ES Capstone: Emergency Services Hiring Process

Related Instruction

717. EET 179 – Fuel Cell Systems

New Course

718. ESR 204 – Introduction to Environmental Restoration

New Course

719. CH 151 – Preparatory Chemistry

New Course

720. CH 102 – Principles of Organic Chemistry

Course Revision – Des, Req

721. CH 221 – General Chemistry I

Course Revision – Des

722. CH 221H – General Chemistry I: Honors

Course Revision – Des

723. HIM 270 – ICD-10-CM Basic Coding
Course Revision – Out

724. SOC 232 – Death & Dying: Culture & Issues
Course Revision – Title

725. GRN 175 – The Mature Mind
Course Revision – Title

726. GRN 181 – Exploring the Field of Aging
Course Revision – Des, Out

727. GRN 280A – CE: Gerontology Internship
Course Revision – Des, Out, Req

728. GRN 280B – Gerontology Internship Seminar
Course Revision – Des, Out, Req

729. GRN 282 – Gerontology Professional Seminar
Course Revision – Des, Out, Req

730. GRN 282 – Gerontology Professional Seminar
Contact/Credit Hour

731. SPA 272A – Spanish Culture
Course Revision – Des, Out

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	Submitter name	Alexie McNerthney
		Phone	971-722-4039
		Email	amcnerth@pcc.edu
Current prefix and number	BI 200B	Proposed prefix and number	BI 200B
Current course title	Principles of Ecology: Field Biology	Proposed title (60 characters max)	Principles of Ecology: Field Biology
# Credits	4	Proposed transcript title (30 characters max)	Ecology: Field Biology
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 concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May	Introduces concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel. Prerequisites: WR 115, RD 115 and MTH 20

involve national or international travel. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.	or equivalent placement scores.
Reason for change	Changed first sentence to begin with an active, present-tense verb and changed “prerequisites” to plural (was singular, but there is more than one prerequisite).

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. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site. B. Use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions. C. Analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science. D. Discover and investigate major themes in biology E. Apply biological principles and generalizations to novel problems F. Practice application of biological information in their lives (personal, work and career) G. Develop informed positions or opinions on contemporary issues H. Communicate effectively in verbal and written formats 	<ul style="list-style-type: none"> A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site. B. Use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions. C. Analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science. D. Discover and investigate major themes in biology E. Apply biological principles and generalizations to novel problems F. Practice application of biological information in their lives (personal, work and career) G. Develop informed positions or opinions on contemporary issues
Reason for change	Outcome H was removed to keep within the limit of 7 outcomes, and this outcome is a classroom-based skill and so doesn't belong as a course outcome.

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

x 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 x 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 x No	
Implementation term	x 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
Alexie McNerthney	amcnerth@pcc.edu	4/3/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	4/3/2012
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.		

Math, Science, Computer 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
	Alexie McNERthney	amcnerth@pcc.edu
SAC Chair	Name	E-mail Address
	Alexie Mcnerthney	amcnerth@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Alyson Lighthart	alyson.lighthart@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	BI 200B	Course Title:	Principles of Ecology: Field Biology
Course Credits:	4	Gen Ed Category:	Math, Science or Computer Science

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

Course Prefix and Number:	BI 200B	Course Title:	Principles of Ecology: Field Biology
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Course Description:	Introduces concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.
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Course Outcomes:	<ul style="list-style-type: none"> A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site. B. Use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions. C. Analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science. D. Discover and investigate major themes in biology E. Apply biological principles and generalizations to novel problems F. Practice application of biological information in their lives (personal, work and career) G. Develop informed positions or opinions on contemporary issues
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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.	Outcome F: Practice application of biological information in their lives (personal, work, and career). Students learn how plants and animals of a region are used to support industry (eg. Ecotourism), agriculture (eg. harvesting of local foodcrops), and lifestyles, which in turn shape the culture of a region. A comparison of the local Willamette Valley region with a tropical region, is an integral part of this course. Comparisons and contrasts of history and cultures are made, and are explained in part by differences in ecosystems that support such cultures. Students also develop informed
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	positions or opinions on contemporary issues (outcome G) about management of natural resources and conservation of biodiversity, and the cultural values placed on these. Contrasting values are explored at both the local and international level. International travel is often a component of this course, so students experience other cultures first-hand.
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/or their natural and technological environments.	Students appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site (Outcome A). This field ecology course requires students to carefully identify, using standard ecological practices, the plants, animals, and other organisms of an ecoregion such as a tropical forest or oak savannah. They conduct scientific studies of animal behavior, including interactions between different populations of organisms that are part of the same ecosystem. Understanding such relationships generates an overall understanding of how an ecosystem functions as a whole.
D. Ability to reason qualitatively and/or quantitatively.	Students use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions (outcome B). This is a significant part of this course. Utilization of the scientific method requires students to make careful observations, and to formulate specific questions and hypotheses that can be tested. Qualitative and quantitative data are collected and analyzed, and conclusions are drawn from experiment results. Successful design and execution of a scientific study requires understanding and practice of both inductive and deductive reasoning, and reasoning both qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	This field course is designed so that students are able to appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site (outcome A), and to use the scientific method for experimental design in the field (outcome B) and to discover and investigate major themes in biology (outcome D). All of these activities require students to conceptually organize their field experience and discern its biological meaning.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Students must practice application of biological information in their lives (outcome F) in this course. This includes evaluating biological issues such as conservation, and acting as a responsible citizen in our collective approach to such issues.

Science or Computer Science

Outcomes:

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

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

The following outcomes for BI 200B reflect the above outcomes and criteria:

- A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site.
- B. use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions
- C. analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science;
- D. discover and investigate major themes in biology;
- E. apply biological principles and generalizations to novel problems;
- F. practice application of biological information in their lives (personal, work, and career);
- G. develop informed positions or opinions on contemporary issues;

***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 "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?*

Outcomes B and D above support this outcome by meeting criteria 1, 2 and 4a.

- B. use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions
- D. discover and investigate major themes in biology

To successfully achieve these outcomes, students must meet Criteria 1: *Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.* Students must understand the scientific process, along with its inherent biases and limitations, to be able to successfully design their own research and understand its meaning. They also meet Criteria 2: *Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions.* Students must identify what is not known or understood about

	<p>their system (a particular field site) in order to design a meaningful research project. They must evaluate previous works, and creatively ask questions and answer them via the scientific method. Students must conduct real-life activities (using scientific instrumentation in the field) and make measurements that require mathematics to summarize and interpret their data, and they experience the exhilaration of discovery first-hand in the field, thus meeting <u>Criteria 4a</u>.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>Outcomes F. and G. together support this outcome by meeting Criteria 2.</p> <p>F. practice application of biological information in their lives (personal, work, and career) G. develop informed positions or opinions on contemporary issues</p> <p>These outcomes engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions (<u>Criteria 2</u>).</p> <p>Students use various scientific and technical modes of inquiry in this field course as they engage in their own research to answer questions about the natural world. They use their learned knowledge of principles of ecology (competition, predation, foraging theory, etc.) and test these principles to see if they apply to their specific study organism or ecosystem, in the field.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Outcome E. <i>apply biological principles and generalizations to novel problems</i>, meets this outcome via <u>Criteria 3</u>.</p> <p>Students learn biological principles about species habitat requirements, competition for resources, and population dynamics. They learn the limitations of these principles with regard to the extent to which they can be applied to ideas about conservation, sustainability, and other ecological issues.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

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

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

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

***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 "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

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

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	Submitter name	Lynn Larsen
		Phone	503 722-5844
		Email	llarsen@pcc.edu
Current prefix and number	BI 121	Proposed prefix and number	
Current course title	Introduction to Human Anatomy and Physiology	Proposed title (60 characters max)	
# Credits	4	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)
Surveys anatomical terminology, basic chemistry, cell structure and function, tissues, and the following systems: integumentary, skeletal, muscular, and nervous. Lecture discussions complemented by laboratories involving physiological exercises, dissections,	

microscopy, and multimedia. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	
Reason for change	No 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
<p>Upon successful completion students will be able to:</p> <ol style="list-style-type: none"> 1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the integumentary, skeletal, muscular and nervous systems to novel technical and/or clinical scenarios. 2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo+ science”. 3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research. 4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship. 5. Use scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology. 6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health. 	

Reason for change	No change
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

Current prerequisites, corequisites and concurrent

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

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: WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ 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

Mark Zimmerdahl-Medical Laboratory Technology
Joanne Harris-Ophthalmic Medical Technology
Jin Kim-Medical Assisting
Sanda Williams-Biomedical Engineering Technology
These programs all either require BI 121 as a prerequisite or as part of their programs. Because the proposed changes to BI 121 are still less than the writing and math required for these programs there will be no impact to these programs.

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Alexie McNerthney	amcnerth@pcc.edu	4/12/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	4/12/2012

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 – 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	CAS/OS	Submitter name Phone Email	Amy Clubb 971-722-7094 Amy.clubb@pcc.edu
Current prefix and number	CAS 211D	Proposed prefix and number	CAS 211
Current course title	Intermediate Dreamweaver	Proposed title (60 characters max)	Intermediate Website Creation
# Credits	3	Proposed transcript title (30 characters max)	Intermediate Website Creation
Reason for title change	Dreamweaver is used a tool for this course, but the primary focus is not on using Dreamweaver. Instead, this course covers many intermediate website creation topics and the title needs to more accurately portray this.		

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)
Plan and publish professional web sites using the intermediate/advanced features of Dreamweaver. Includes behaviors, templates, inserting audio and video, Spry tools, advanced form features and Extensions. Recommended: CAS 111D or equivalent.	Introduces intermediate and advanced practices for creating professional, interactive websites. Focuses on website features designed for user interactivity, including functional forms, style sheets for mobile devices, pull-down menus, audio and video elements, e-commerce, and JavaScript functions. Includes the use of a website creation tool, such as Adobe Dreamweaver. Includes

	code-lifting of existing JavaScript functions and binding XML files to web pages. Introduces the use of JavaScript and server-side scripts for non-programmers. Includes techniques for optimizing website performance. Recommended: CAS 111D or CAS 206, and CAS 215; or equivalent HTML and CSS coding skills.
Reason for change	The change in the course description is being made to more accurately reflect the concepts and skills taught in this course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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 a multi-page web site using intermediate/advanced features of Dreamweaver</p> <p>Publish (upload) a web site to a server using Dreamweaver and a stand-alone FTP program</p>	<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Use advanced features of a website creation tool, such as Adobe Dreamweaver, to create dynamic personal and/or business websites following current professional and/or industry standards. 2. Incorporate advanced website creation practices into new and existing websites to create fully-functioning, interactive websites. 3. Provide constructive feedback to colleagues regarding the efficiency and accessibility of a website. 4. Make appropriate adjustments to website design and content in response to feedback. 5. Use critical thinking skills to address issues of accessibility and universal design.
Reason for change	Outcomes are being changed to more accurately reflect the concepts and skills taught in this course. Also, the outcomes need to align with our areas of related instruction.

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:	<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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term): 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 (type name)	Email	Date
Barb Lave		
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott		
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:	CAS/OS	Submitter:	Amy Clubb
Prefix and Course Number:	CAS 211	Submitter Phone and Email:	971-722-7094
Credit	3	Course Title:	Intermediate Website Creation

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)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Incorporate advanced website creation elements into new and existing websites to create fully-functioning, interactive websites.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Use intermediate HTML and CSS coding skills to accurately calculate positioning of web page elements and assign values to properties and variables.		

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.		
Provide constructive feedback to colleagues regarding the performance and accessibility of a website.		
Make appropriate adjustments to website design and content in response to feedback.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Publish, test and-troubleshoot a website incorporating multiple technologies. Conduct a peer review of websites, provide feedback, and make modifications in response to feedback.		
Examine website performance best practices and use tools to optimize websites.		
Discuss internet-related issues including security, legal concerns, accessibility, and universal design		

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.		
Use critical thinking skills to address issues of accessibility and universal design.		

Content (Activities, Skills, Concepts, etc.): provide details or specifics
Discuss internet-related issues including security, legal concerns, accessibility, and universal design
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
	<ul style="list-style-type: none"> • Subject Area: Master's Degree in a business field • Related Area: Master's degree in any field • Demonstrated Competency: Bachelor's degree + 5 years of a combination of teaching and recent in-field non-teaching experience <p>In addition to the requirements above, faculty must have:</p>
<input checked="" type="checkbox"/> Computation	For Computation in CAS 111D, CAS 211D, CAS 206: Must have completed college-level algebra or higher Math
<input checked="" type="checkbox"/> Communication	For Communication in CAS 111D, CAS 211D, CAS 206: Must have completed college-level writing course
<input checked="" type="checkbox"/> Human Relations	For Human Relation in CAS 111D, CAS 211D, CAS 206: Documented teaching experience or supervisory work experience

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:	Criminal Justice	Submitter name phone and email	Jim Parks X5236 jparks@pcc.edu
Prefix and Course Number:	CJA 251	Credits:	4
Course Title: (60 characters max)	Management Strategies for Police Leaders	Transcript Title (30 characters max)	Mgmt. Strategies Police Lead.
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 type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)	None		
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 knowledge, skills and techniques needed for effective management of police personnel. Includes establishing performance objectives, appraisals, discipline discharge and effective communication techniques when handling grievances and other employee issues. Covers labor laws as well as constitutional concepts related to property, liberty and due process.			
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: CJA 230	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: CJA 211	<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)	<ol style="list-style-type: none"> 1. Effectively manage police personnel with knowledge of laws related to employment and labor. 2. Discern potential legal issues and concerns in order to successfully manage personnel issues. 3. Communicate in daily management operations using effective techniques designed to lead to positive outcomes.
Course activities and design: (from CCOG)	Activities may include but are not limited to: <ul style="list-style-type: none"> • Classroom lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: (from CCOG)	Methods of assessment may include the following: examinations, quizzes, reports, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Employee appraisal Discipline and discharge Effective communication techniques Constitutional concepts related to property, liberty and due process Federal and state labor laws

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.	Satisfy state required mid-level management training	
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):	N/A	# credit:

Name of degree(s):	N/A	# 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):	N/A	# credit:
Name of new degree(s):	N/A	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	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 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.	Yes, contacted Joe Wright with MSD. He was okay with this course as it applied to police.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Implementation term:	<input checked="" type="checkbox"/> Next available term after certificate 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
Jim Parks	jparks@pcc.edu	3/22/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	3/22/2012

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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:	Criminal Justice	Submitter name phone and email	Jim Parks X5236 jparks@pcc.edu
Prefix and Course Number:	CJA 252	Credits:	4
Course Title: (60 characters max)	Innovative Police Leadership	Transcript Title (30 characters max)	Innovative Police Leadership
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 type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		None	
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 concepts of police leadership and supervision and its impact on high reliability organization. Examines differing managerial styles and collaborative practices as a means of discovering one's own leanings and strengths. Focuses on ideas and suggestions to help improve leadership skills through incremental and positive changes over time.			
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: CJA 251	<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"> 1. Direct and oversee daily police operations using contemporary and innovative leadership skills and techniques. 2. Create and improve leadership skills using one's own strengths to render incremental and positive changes over time. 3. Supervise and lead in a police agency with the ability to consider risk factors in complex situations in order to help avoid catastrophes.
Course activities and design: (from CCOG)	<p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Classroom lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: (from CCOG)	Methods of assessment may include the following: examinations, quizzes, reports, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>High reliability organization</p> <p>Leadership styles</p> <p>Agency collaboration</p> <p>Leadership skills improvement</p> <p>Risk factor consideration</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.	Course will be the second of three for a police leadership curriculum	
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):	N/A	# credit:

Name of degree(s):	N/A	# 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):	N/A	# 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 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	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Implementation term:	<input checked="" type="checkbox"/> Next available term after certificate 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
Jim Parks	jparks@pcc.edu	3/22/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	3/22/2012

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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:	Criminal Justice	Submitter name phone and email	Jim Parks X5236 jparks@pcc.edu	
Prefix and Course Number:	CJA 253	Credits:	4	
Course Title: (60 characters max)	Critical Thinking for Police Leaders	Transcript Title (30 characters max)	Critical Thinking Police Lead.	
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 type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		None		
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 role of critical thinking in police leadership and decision making. Covers a systems approach of the critical thinking process to be applied in a police setting from routine daily operations to critical incident management. Includes topics such as informed decision-making, strategic processes, incorporating agency policies and appropriate operational response.				
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: CJA 252	<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"> 1. Apply critical analysis to data and information to identify assumptions and determine validity of inferences in a police setting. 2. Evaluate knowledge and proposed solutions/actions with a systems based approach or perspective and incorporate them within agency infrastructure. 3. Integrate policy considerations, strategic goals, agency objectives, leadership principles into critical decisions modeling. 4. Employ critical thinking and analysis within differing leadership styles to support agency/government collaborative processes.
Course activities and design: (from CCOG)	<p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Classroom lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: (from CCOG)	Methods of assessment may include the following: examinations, quizzes, reports, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Knowledge management</p> <p>Threat review</p> <p>Structured analytic techniques</p> <p>Assessment of potential threats and disasters</p> <p>Dissemination of collected information</p> <p>Situational management</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.	Course will be the third of three for a police leadership required training
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):	N/A	# credit:
Name of degree(s):	N/A	# 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):	N/A	# 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 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.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of	No

acknowledgments and/or agreements that have been reached	
Implementation term:	<input checked="" type="checkbox"/> Next available term after certificate 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 be 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
Jim Parks	jparks@pcc.edu	3/22/12
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	3/22/12
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	Business	Submitter name Phone Email	Heather Griffo 971.722.7684
Current prefix and number	BA 131	Proposed prefix and number	BA 131
Current course title	Computers in Business	Proposed title (60 characters max)	Introduction to Business Technology
# Credits	4.0	Proposed transcript title (30 characters max)	Intro to Business Technology
Reason for title change	The course is being updated to be incorporate technology changes that are being used by business organizations in significant ways. As many of these technologies are not computers, the new title broadens the subject matter to incorporate business use of modern technologies. This change also creates standardization in the 100 level business courses – all are now titled, “Introduction to.....”		

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)
--	--

<p>Course in computer literacy that covers computer concepts and typical activities computers are used for in business. Includes introduction to hardware and software, operating systems, word processing, spreadsheet, database and electronic mail. Appreciate the value of ethical conduct in a business/computer environment. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.</p>	<p>Covers computer concepts and the use of information technology in business organizations including the use of word processing, spreadsheet, and presentation software. Includes introduction to hardware, software, databases, system development, and tools that businesses use for communication and collaboration. Includes appreciating the value of ethical conduct in a business/computer environment and the impact of technology on industry and society. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.</p>
Reason for change	Update course content to be consistent with the significant changes in business technology since the last time this course was reviewed.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate an understanding of computer and communications technology • Apply technology to support business planning, operations, and decision-making • Utilize operating system, word processing, spreadsheet, database management and communications software 	<ul style="list-style-type: none"> • Apply an understanding of how organizations utilize computer and communications technology to collect, process, and store data and information. • Apply technology to support business planning, operations, marketing, strategy, and decision-making • Use word processing, spreadsheet, and presentation software in the business environment. • Apply critical thinking skills to ethics, environmental responsibility, and privacy issues associated with information technology use in business and society. • Analyze how businesses use the Internet, social media, and technology to connect with customers and employees, market and deliver their products, and create competitive advantage. • Apply an understanding of the rapidly changing technological environment to make business decisions.
Reason for change	Update course content to be consistent with the significant changes in business technology since the last time this course was reviewed.

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

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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ 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

These changes have been forwarded to the CIS and CAS department SACs. These departments teach related courses.

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

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
☒ 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	Business Administration	Submitter name Phone Email	Phil Seder X8274 Phillip.seder@pcc.edu
Current prefix and number	BA 205	Proposed prefix and number	BA 205
Current course title	Solving Communications Problems With Technology	Proposed title (60 characters max)	Business Communication Using Technology
# Credits	4	Proposed transcript title (30 characters max)	Business Communication
Reason for title change	Align to PSU title for same course. Better expresses the nature of the course and its tie to business		

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)
Solving Communication Problems with Technology Focuses on using current technology to create, revise, and design business documents: letters, memos, e-	Focuses on using current technology to create, revise, and design business documents: letters, memos, e-mail, reports, minutes, simple instructions, and resumes. Incorporates the use of library

<p>mail, reports, minutes, simple instructions, and resumes. Students will use library and Internet resources to collect information. In addition, students will deliver oral presentations using presentation tools. Recommended: WR 121, BA 131, CAS 133, or computer literacy. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.</p>	<p>and Internet resources to collect information. Includes oral presentations using technology presentation tools. Recommended: WR 121, BA 131, CAS 133, or computer literacy, BA 101. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.</p>
Reason for change	Streamlines language. Adds BA 101 as a recommendation.

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. Demonstrate listening, speaking, and writing skills necessary for effective business communications through written business documents and business presentations. 2. Research, write, and edit business documents using on-line and library resources and using business software applications common to the contemporary business environment. 3. Demonstrate an awareness of the strengths and weaknesses of differing communications technology and select and use appropriate technology for business communication 	<ol style="list-style-type: none"> 1. Communicate personal and organizational information using standard business document formats and business presentation techniques and tools. 2. Research, write, and edit business documents using on-line and library resources and business software applications common to the contemporary business environment. □ 3. Identify and select appropriate technology, including social media and mobile computing, for business communication needs based on the message and audience. □ 4. Work collaboratively with teams to communicate business information in a project environment. □ 5. Create a resume and cover letter. 6. Work cooperatively with business employees with diverse cultural

needs.	backgrounds.
<p>4. Work collaboratively with teams as demonstrated through successful engagement in group exercises and projects.</p> <p>5. Create a resume and cover letter.</p>	
Reason for change	Updates language to reflect workplace competencies. Incorporates emerging areas of social media and mobile communications into outcomes. Specifies need to incorporate cultural competency into course structure.

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 (stand-alone class)

☐ 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) 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 (type name)	Email	Date
DeLyse Totten	dtotten@pcc.edu	March 9, 2012
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	BA	Submitter name	DeLyse Totten
		Phone	971-722-4822
		Email	dtotten@pcc.edu
Current prefix and number	BA 280A	Proposed prefix and number	
Current course title	CE: Business Experience	Proposed title (60 characters max)	
# Credits	1 to 6 Course may be repeated for up to 12 credits	Proposed transcript title (30 characters max)	
Reason for title change	<p>To provide clarity, the BA SAC approved the wording of the course description related to pre-requisites and co-requisites be changed to "Prerequisite: Completion of 12 BA credits and instructor permission. Required concurrent, one time only: BA 280B"</p> <p>The CCOG currently shows in the course description "Prerequisite: Completion of 12 BA credits and department permission. Prerequisite/concurrent: BA 280B."</p>		

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)
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<p>Offers relevant field experience in business environments in one of the following areas: bookkeeping, marketing, management, international business, advertising, banking, purchasing, investment, finance and customer services (sales or credit services). Allows exploration of career options. Course may be repeated for credit up to 12 credits. Prerequisite: Completion of 12 BA credits and department permission. Prerequisite/concurrent: BA 280B.</p>	<p>Offers relevant field experience in business environments in one of the following areas: bookkeeping, marketing, management, international business, advertising, banking, purchasing, investment, finance and customer services (sales or credit services). Allows exploration of career options. Course may be repeated for credit up to 12 credits. Prerequisite: Completion of 12 BA credits and instructor permission. Required concurrent, one time only: BA 280B.</p>
Reason for change	<p>The proposed description for BA 280A clarifies that students only need to take BA 280B one time concurrently with BA280A,. Some students have mistakenly believed that BA 280B was required each time a student enrolled in BA 280A. Additionally, it clarifies who within the department (the instructor) must give permission to students.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> - Work in the business field. _ Obtain further training in their selected field. _ Write learning objectives for their subsequent field experience plan. - Have a better understanding of the skills and demands of their chosen field. - Further explore the career field of their choice. - Apply the job skills they acquired to help them become more employable. 	
Reason for change	

<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
<p align="center">Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>	
<p><input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores</p>	
<p><input type="checkbox"/> Placement into: <i>Note: The prerequisites and corequisite are not actually changing, only the course description related to this is being changed.</i></p>	

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
DeLyse Totten	dtotten@pcc.edu	2/24/12
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	BA	Submitter name, phone, and email	DeLyse Totten 971-722-4822 dtotten@pcc.edu
Course prefix and number	BA 280 A	Course title	CE: Business Experience

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	0	Lecture	0
Lecture/Lab		Lecture/Lab	
Lab	30 to 90	Lab	30 to 180
Total contact hours/term		Total contact hours/term	
Total credits	1 to 3 Course may be repeated for up to 12 credits	Total credits	1 to 6 Course may be repeated for up to 12 credits
Reason for change:	This change will be of benefit to certain students in that these students will be able to earn 12 credits in a minimum of two rather than four quarters. Please note that there is no change in how many credits in total a student may earn. It remains at 12 credits.		

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

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

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

<input type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input checked="" 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 box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	History	Submitter name	John Shaw
		Phone	971 722-8276
		Email	john.shaw4@pcc.edu
Current prefix and number	HST100	Proposed prefix and number	n/a
Current course title	Introduction to History	Proposed title (60 characters max)	n/a
Reason for title change	n/a	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
This course will provide a general introduction to the nature and methods of history. Students will explore how history is reconstructed through the study of various historical sources such as primary documents, secondary accounts, films, posters, art, and more. Recommended: Completion of WR 80 with a C or higher grade.	Provides a general introduction to the nature and methods of history. Develops awareness of the importance of historical literacy and thinking. Develops intellectual and written communication skills applicable to the study of history and other academic disciplines and a wide variety of professional pursuits. Covers various periods, areas and fields of history through the use of historical case studies.

Reason for change	Regular SAC three- year review/revision of our 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), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Use critical thinking to evaluate the nature and methods of history. • Recognize the various sources historians use to reconstruct the past. • Understand the meaning of historical context in terms of evidence and historical interpretation. • Communicate effectively through written and other assignments. 	<ul style="list-style-type: none"> • Articulate an understanding of the nature and methods of history, the various sources historians use to reconstruct the past, and the importance of historical context when evaluating evidence and historical interpretation. • Recognize and appreciate the value of diversity by developing the ability to describe the past through the eyes and experiences of those who were there, as revealed through their writings, art and artifacts, and to avoid judging the past solely in terms of the norms and values of today. • Identify culturally-grounded assumptions by trying to understand the worldviews, frames of reference, beliefs, values, intentions, and actions of historical figures using a variety of historical evidence. • Communicate effectively by engaging historical sources, learning to assess their reliability, and building and defending evidence-based arguments. • Connect the past with the present by being critical thinkers who can engage their world to derive a more informed perspective and enhance civic engagement.

Reason for change	Regular SAC three- year review/revision of our courses
-------------------	--

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

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 115			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: Recommended: Completion of WR 90.			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sylvia Gray	sgray@pcc.edu	04/12/2012
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@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:	Fire Protection Technology	Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 207	Credits:	3
Course Title: (60 characters max)	Fire Service Based Emergency Medical Service	Transcript Title (30 characters max)	Fire Service Based EMS
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 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)			
Covers and explores the importance of fire service based pre-hospital 9-1-1 emergency medical system. Provides a background on EMS system components and system design models. Utilizes NFPA 1710, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments, 2010 Edition Chapters 4 and 5. Prerequisites: WR 121, RD 115, MTH 65, EMS 106, FP 112			
Addendum to course description:			

There will be a need to have a working knowledge of word processing programs to retrieve and send emails, to create cost worksheets, to generate professional proposals, and presentations.

Identify pre-requisite, co-requisite 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: MTH 65, RD 115, WR 121		<input type="checkbox"/> Placement into:	
course prefix & number: EMS 106	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite	<input type="checkbox"/> pre/co
course prefix & number: FP 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite	<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"> • Explore the attributes of fire-based emergency medical service systems. • Implement the concepts of measuring the effectiveness and quality of a pre-hospital fire service based EMS system. • Apply the knowledge of the importance of response times and the means for providing superior levels of quality service for timely and effective delivery of emergency medical treatment. • Explore the costing and the competitive procurement process in a pre-hospital 9-1-1 emergency medical service system. • Use an understanding of the qualities and duties of the medical director as an important part of a fire service based EMS. • Explore the future of pre-hospital 9-1-1 emergency medical service system.
Course activities and design: (from CCOG)	The material in this course will be presented in a lecture, demonstration, role playing, and discussion format. Other instructional method may include guest speakers, research papers, book and journal article reviews, written and oral reports and presentations, classroom simulations and video presentations.
Outcomes assessment strategies: (from CCOG)	<p>Methods of assessment may include one or more of the following:</p> <p>Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts.</p> <p>Written assignments or oral reports designed to integrate course material into personal experience or experiences of other.</p> <p>Quizzes and exams composed of objective questions and concepts.</p> <p>Individual and /or team projects/s which require integration, application, and critical examination of course concepts, issues, and themes.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Fire based EMS: A public policy perspective</p> <p>Effect of Public Policy on EMS Systems in the U.S.</p> <p>The 1966 White Papers and Its Effects</p> <p>The Emergency Medical Services Systems Act of 1973</p> <p>Decentralizing EMS Policy: OBRA</p> <p>Effect of EMS Systems on U.S. Public Policy</p> <p>Policies for the Public Good</p> <p>Response times</p>

	<ul style="list-style-type: none"> Defibrillation Expanded Scope of Practice Communications Policies to Protect WMS Providers The Ryan White Act Tuberculosis Prevention Guidelines Policies to Protect EMS Systems Protection from Privatization Negotiated Rulemaking for EMS Reimbursement Policy Monitoring: A Vision for the Future EMS Agenda for the Future
	<ul style="list-style-type: none"> Attributes of Fire Based EMS Systems <ul style="list-style-type: none"> Determining Community Needs The Chain of Survival Dispatch and Communications Staffing and Teamwork Staffing Clinical Competence Job Performance and Safety Continuity of Care Deployment Job Satisfaction Cost Effectiveness System Review and Evaluation Measuring Quality and Effectiveness in Pre-hospital EMS Systems <ul style="list-style-type: none"> What an Emergency Medical Services System is Traditional Attempt at Quality Assurance in Pre-hospital EMS Systems Efforts to Establish Performance Measures in Pre-hospital EMS Developing EMS System Quality Indicators and Performance Measures The Reason That Pre-hospital EMS Systems Need Relevant and Measurable Indicators of Quality Response Time: An EMS System Performance Measure <ul style="list-style-type: none"> Response Time and What It Is Individual, Average, and Quantile Response Times The Length of a Minute Measuring Response Times and Why Fire Based Response Pre-hospital Emergency System Costing <ul style="list-style-type: none"> Cost Effectiveness of Fire Service Based Systems History of Medicare Administration Medicare and Ambulance Reimbursement Plan Development and System Design Staffing Factor Calculation Worksheet Marginal Personnel Requirements Worksheet Wages Worksheet Vehicle and Equipment Cost Worksheet Summary Worksheet Revenue Projection Three Year Balance Worksheet The competitive Procurement Process in EMS

	Developing a Request for Proposal Specifications Contact Terms and Conditions The Role of Consultants in Developing RFPs The Bidding Process Final Negotiations and Award Conclusion EMS in Canada Characteristics of Provincial Systems Simultaneous Dispatch-Ontario's Struggle Conclusion Fire Service Based Program Medical Directors Qualifications Medical Director Responsibilities Directions Protocols Discipline The Future of EMS: Meeting the Challenge of Change System of Access-The Right Response for the Patient The Impact of Telecommunications Extending the Scope of Practice Industrial Medicine and Managed Care Prevention of Injuries
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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.	Advisory Committee has deemed that emergency service personnel must have a solid understanding of fire service based pre-hospital 9-1-1 emergencies.	
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):	Fire Protection Technology AAS degree	# credit: 100
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?

☐ 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	<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	This course will transfer to Eastern Oregon University
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 type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 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
Doug Smith	doug.smith@pcc.edu	05/03/2012
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 – 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:	Fire Protection Technology	Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 273	Credits:	3
Course Title: (60 characters max)	Fire Service Human Resource Management	Transcript Title (30 characters max)	Fire Serv. Human Resource Mgt.
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 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 NFPA 1021, Chapters 4.2 and 5.2 and will involve human resources to accomplish assignments in accordance with safety plans and in an efficient manner. Involves evaluating personnel performance and supervising personnel during emergency and non-emergency work periods. Prerequisites: WR121, RD 115, MTH 65, FP 112			
Addendum to course description:			

There will be need to have a working knowledge of word processing programs to retrieve and send emails, create spreadsheets and to generate professional proposals and presentations.

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 checked="" type="checkbox"/> Placement into: WR 121, RD 115, MTH 65		<input type="checkbox"/> Placement into:	
course prefix & number: FP 112	<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"> • Apply the personnel management process effectively in the work environment and apply the proper incentives, motivation, and discipline. • Navigate challenges of specific discriminatory personnel management practices in recruitment, promotion, transfers, and layoffs. • Communicate interpersonally, orally, and in writing to solve problems, increase teamwork, consult members, conduct evaluations, and reduce unsafe acts. • Using a performance appraisal system, construct a plan to set priorities for a member in need of assistance. • Use an understanding of the employee assistance program to effectively work with employee problems. • Use an understanding of major labor legislation to navigate their impact on the labor/management process.
Course activities and design: (from CCOG)	The material in this course will be presented in a lecture, demonstration, role playing, and discussion format. Other instructional method may include guest speakers, research papers, book and journal article reviews, written and oral reports and presentations, classroom simulations and video presentations.
Outcomes assessment strategies: (from CCOG)	<p>Methods of assessment may include one or more of the following:</p> <p>Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts.</p> <p>Written assignments or oral reports designed to integrate course material into personal experience or experiences of other.</p> <p>Quizzes and exams composed of objective questions and concepts.</p> <p>Individual and /or team projects/s which require integration, application, and critical examination of course concepts, issues, and themes.</p>

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> Schedule tasks and responsibilities to unit members, given an assignment at an emergency incident, and assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. Manage unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed. Propose action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures. Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed. Manage the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments. Employ actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision. Interpret the job performance of assigned members, given personnel records and evaluation forms, so each member's performance is evaluated accurately and reported according to human resource policies and procedures. Devise a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.
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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.	Recommendation from the advisory committee	
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):	Fire Protection Technology AAS degree	# credit:100
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes

☒ 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)
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Transferability: Will this course transfer to another academic institution? Identify	This course will transfer to Eastern Oregon University
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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
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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.	
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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	
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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	
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Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall term 2013
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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
Doug Smith	doug.smith@pcc.edu	
SAC Administrative Liaison	Email	Date

John Saito	john.saito15@pcc.edu	
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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:	Fire Protection	Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 274	Credits:	3
Course Title: (60 characters max)	Introduction to Fire and Emergency Administration	Transcript Title (30 characters max)	Intro to Fire & Emergency Admin
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 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)			
Introduces the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. Emphasizes fire and emergency service, ethics, and leadership from the perspective of the company officer. Includes preparing a project or divisional budget, news releases, and policy changes, according to job performance requirements. This course meets NPFA 1021, Chapters 4.4 and 5.4. Prerequisites: WR 121, RD 115, MTH 65, FP 112			
Addendum to course description:			

There will be a need to have a working knowledge of word processing programs to generate professional documents, to create cost worksheets, presentations, and have the ability to retrieve and send emails.

Identify pre-requisite, co-requisite 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, RD 115, MTH 65		<input type="checkbox"/> Placement into:	
course prefix & number: FP 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite	<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>Students will be able to:</p> <ul style="list-style-type: none"> Utilize an understanding of the organizational structure of a fire/emergency management organization to manage its functions effectively. Communicate in oral and written forms to share information, manage, and effect change in a fire/emergency services department. Interpret and evaluate data to solve problems in fire service management situations. Follow fire/emergency management budgeting procedures to allocate and track finances appropriately.
Course activities and design: (from CCOG)	The student will be involved in preparing a project, divisional budget, news releases, and policy changes, according to the job performance requirements.
Outcomes assessment strategies: (from CCOG)	<p>Methods of assessment may include one or more of the following:</p> <p>Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts.</p> <p>Written assignments or oral reports designed to integrate course material into personal experience or experiences of other.</p> <p>Quizzes and exams composed of objective questions and concepts.</p> <p>Individual and /or team projects/s which require integration, application, and critical examination of course concepts, issues, and themes.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members. Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures. Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data. Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the

	<p>organization.</p> <p>Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.</p> <ul style="list-style-type: none"> Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution. <p>Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.</p> <ul style="list-style-type: none"> Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding. <p>Prepare a news release, given an event or topic, so that the information is accurate and formatted correctly.</p> <p>Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics.</p> <p>Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a positive manner.</p>
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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.	Recommendation from the advisory committee.	
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):	Fire Protection Technology	# credit: 100
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be a core requirement in the second year of the 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 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	Transfer to Eastern Oregon University for the Fire Service Administration 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.	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: Fall term 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.

SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@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:	Fire Protection Technology	Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 275	Credits:	3
Course Title: (60 characters max)	Community and Government Relations	Transcript Title (30 characters max)	Community & Govern. Relations
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 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)			
Explores responding to inquiries of the community and allied organizations in the community. Covers communicating and projecting the role, image, and mission of the department to the public and other organizations for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs. This course meets the intention of NFPA 1021, Fire Officer I & II, Chapters 4.3 and 5.3.			
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 checked="" type="checkbox"/> Placement into: MTH 65, RD 115, WR 121		<input type="checkbox"/> Placement into:	
course prefix & number: FP 122	<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)	<p>Initiate action to address a community need or a citizen's concern in accordance with applicable policies and procedures.</p> <p>Respond to a public inquiry, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.</p> <p>Communicate, collaborate, and cooperate with allied organizations, to address specific problems or issues in the community.</p>
Course activities and design: (from CCOG)	The material in this course will be presented in a lecture, demonstration, role playing, and discussion format. Other instructional methods may include guest speakers, research papers, book and journal article reviews, written and oral reports and presentations, classroom simulations, and video presentations.
Outcomes assessment strategies: (from CCOG)	<p>The methods of assessment may include one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts. <input type="checkbox"/> Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. <input type="checkbox"/> Quizzes and exam composed of objective questions and concepts. <input type="checkbox"/> Individual and/or team project/s which requires integration, application, and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Using the policies and procedures of the department to create and deliver public education programs that address the needs of the community concerning fire safety, injury prevention, safety, and other problems that have been identified by the public.</p> <p>Accurately and courteously respond to public inquiries of issues regarding public safety, injury prevention and fire safety and prevention.</p> <p>Develop an action plan in collaboration with other departments, agencies and businesses that have similar missions to address the needs and concerns of the community.</p> <p>Work within the agencies policies and procedures to develop a program that explains the benefit of cooperating with other agencies so that the specific needs of a community are handled.</p> <p>Use an understanding of the local government to establish a relationship between different agencies that have similar missions.</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.

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

☒ Yes
☐ No

Name of certificate(s):

credit:

Name of degree(s):

Fire Protection Technology

credit: 100

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:

This will become a core course in the second year of the degree.

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

This course will transfer to Eastern Oregon University as a pre-requisite to the Fire Service Administration Bachelor 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.

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.

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

None

agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall term 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.		
SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	04/18/2012
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Visual and Performing Arts and Design (VAPAD)	Submitter name, phone, and email	Kim Manchester 503-977-8025, kim.manchester@pcc.edu
Course prefix and number	ART 240	Course title	Digital Photography II

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	20	Lecture	
Lecture/Lab	20	Lecture/Lab	60
Lab		Lab	
Total contact hours/term	40	Total contact hours/term	60
Total credits	3	Total credits	3
Reason for change:	Lecture/lab hours were incorrect in the current CCOG – the changes reflect the actual total contact hours for the course.		

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

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

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

<input type="checkbox"/> Yes XNo	If yes, then you need to complete a degree/certificate change form located on the curriculum website
-------------------------------------	--

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the 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	Spanish/World Languages	Submitter name Phone Email	Stephanie Zink x7807 stephanie.zink@pcc.edu
Current prefix and number	SPA 260A	Proposed prefix and number	SPA 260A
Current course title	Spanish Culture	Proposed title (60 characters max)	Hispanic Culture
# Credits	3	Proposed transcript title (30 characters max)	Hispanic Culture
Reason for title change	"Spanish culture" refers to the culture of Spain.		

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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Hispanic culture through reading, conversation and writing. Conducted in Spanish. Specific regional and topical focus is subtitled in the schedule when offered. Recommended: Completion of SPA 203,	Introduces Hispanic culture through reading, conversation and writing. Focuses on specific regions and topics (subtitled in the schedule). Conducted in Spanish or English (subtitled in the schedule). Prerequisites: WR 115, RD 115 and MTH 20 or

<p>251 or instructor permission.</p> <p>Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p> <p>Addendum to course description: Students taking second year Spanish may simultaneously take this culture course with the instructor's permission.</p> <p>The objectives of this course are threefold. One, to learn about the culture of a specific region, and/or topical cultural focus, from a historic perspective, and in so doing, more objectively understand the world we live in. Third, the students will improve proficiency in Spanish by enriching vocabulary and syntax.</p> <p>A generally sound foundation in grammar and vocabulary is assumed. Grammar will not be the subject of this course. Spanish will be used in the classroom at all times. Students should plan on two hours of outside work for every class session.</p>	<p>equivalent placement test scores.</p> <p>Audit available.</p>
Reason for change	Previously, this course was conducted in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Be able to begin to apply cultural and social perspectives of the studied specific area and the United States in understanding the social world. 2. Travel to the regional specific area and begin to demonstrate understanding of its history, ecology, society, politics and culture. 3. Begin to address the consequences of human activity by demonstrating an understanding of the societies of the specific area, USA and Spain. 4. Be able to think critically and creatively solve problems by understanding own cultural filter, using concepts learned. 5. Demonstrate a basic understanding of specific area's culture, social and political 	<ol style="list-style-type: none"> 1. Recognize cultural and social perspectives and contributions as related to the region or topic of focus, based on a deepened understanding of themes such as Hispanic history, ecology, society and politics. 2. Use critical thinking skills to demonstrate an understanding of the relationship between the products, practices and perspectives of the culture(s) studied. 3. Identify culturally-grounded assumptions of one's own and apply a basic understanding of the Hispanic culture(s) of focus. 4. Analyze historical and cultural works as related to the region or topic of focus (works include but are not limited to literature, film, art, dance, music, language, philosophy, religion). 5. Apply cultural understandings learned in class effectively in authentic interactions with the Hispanic

<p>issues, perspectives and forms of expression, as well as own culture's complexities.</p> <p>6. Begin to demonstrate an understanding of the political and economical participation of the US in the specific region of study and vice versa.</p> <p>7. Students should be self-appraising examining and evaluating personal beliefs, and comparing them with the beliefs of others.</p> <p>8. Demonstrate ability to communicate orally and in written form minimally at the ACTFL standards of Intermediate-Low.</p>	<p>community.</p> <p>6. Enhance intercultural skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.</p>
Reason for change	<p>1. Current outcomes are based on the course being conducted in Spanish.</p> <p>2. Travel is not a learning outcome of this course.</p> <p>3. Current outcomes are wordy, overly complex and narrowly-focused.</p>

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☒ no

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation 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	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

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	Spanish/World Languages	Submitter name	Stephanie Zink
		Phone	x7807
		Email	stephanie.zink@pcc.edu
Current prefix and number	SPA 262A	Proposed prefix and number	SPA 262A
Current course title	Spanish Culture	Proposed title (60 characters max)	Spanish Culture
# Credits	3	Proposed transcript title (30 characters max)	Spanish Culture
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Spanish culture through reading, conversation, and writing. Conducted in Spanish. Specific regional and topical focus is subtitled in the schedule when offered. Recommended: Completion of SPA 203, 251 or instructor permission. Prerequisites: WR	Introduces Spanish culture through reading, conversation and writing. Focuses on specific regions and topics (subtitled in the schedule). Conducted in Spanish or English (subtitled in the schedule). Prerequisites: WR 115, RD 115 and MTH 20 or

<p>115, RD 115 and MTH 20 or equivalent placement test scores.</p> <p>Addendum to Course Description</p> <p>Students taking second year Spanish may simultaneously take this culture course with instructor's permission.</p> <p>The objectives of this course are threefold. First, to learn about the culture of Spain from a historic and geographic perspective, and in so doing, be able to understand the culture of the United States more objectively. Third, the students will improve proficiency in Spanish by enriching vocabulary and syntax.</p> <p>A general sound foundation in Spanish grammar and vocabulary is assumed. Grammar is not the subject of this course. Students should plan on one hour of outside work for each in-class hour.</p>	<p>equivalent placement test scores.</p> <p>Audit available.</p>
<p>Reason for change</p>	<p>Previously, this course was conducted in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<ol style="list-style-type: none"> 1. Begin to apply the learned cultural and historic perspectives of Spain and the United States in understanding the social world and in addressing the consequences of human activity. 2. Travel to Spain and demonstrate understanding of its history and culture. 3. Demonstrate an understanding of Spain's participation in America's history and vice versa. 	<ol style="list-style-type: none"> 1. Recognize cultural and social perspectives and contributions as related to the region or topic of focus, based on a deepened understanding of themes such as Spanish history, ecology, society and politics. 2. Use critical thinking skills to evaluate social and cultural consequences of human activity as related to the region or topic of focus. 3. Identify culturally-grounded assumptions of one's own culture and apply a basic understanding of Spanish culture. 4. Analyze historical and cultural works as related to the region or topic of focus (works include but are not

<p>4. Begin to think critically and creatively solve problems by understanding own cultural filter, using concepts learned.</p> <p>5. Demonstrate an understanding of Spanish culture and perspectives, as well as own culture's complexities.</p> <p>6. Student should be self-appraising, examining and evaluating personal beliefs, and comparing them with the beliefs of others.</p> <p>7. Demonstrate ability to communicate orally and in-written form minimally at the ACTFL standards of Intermediate-Low.</p>	<p>limited to literature, film, art, dance, music, language, philosophy, religion).</p> <p>5. Apply cultural understandings learned in class effectively in authentic interactions with members of Spanish society.</p> <p>6. Enhance intercultural skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.</p>
Reason for change	<p>1. Current outcomes are based on the course being conducted in Spanish.</p> <p>2. Travel is not a learning outcome of this course.</p> <p>3. Current outcomes are wordy, overly complex and narrowly-focused.</p>

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@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:	Emergency Telecommunicator	Submitter name phone and email	Carol Bruneau 971.722.5424 cbruneau@pcc.edu
Prefix and Course Number:	ETC113	Credits:	3
Course Title: (60 characters max)	Communications Center Operations: Service Dispatcher	Transcript Title (30 characters max)	Com Cen Ops: Service Dispatcher
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: 10 Lec/lab: 40 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 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 practical experience for industry related multitasking. Introduces advanced problem solving and improves customer service involving diverse populations. Includes the use of multi-line phones and radios and the application of policies, procedures and protocols in the handling of specific customer service situations. Prerequisite: ETC 111.

Addendum to course description:

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:

course prefix & number: ETC111

☐ Placement into:

☒ 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)**

- Process and evaluate information received via emergency and non-emergency calls using industry based questioning techniques.
- Use complex situations to prioritize responses, assign duties and allocate resources based on established policies and available manpower
- Utilize problem solving skills to provide answers to challenges presented by a diverse customer base, including those who may be agitated or unreasonable
- Successfully dispatch appropriate personnel and maintain close contact to monitor response and provide needed support operations quickly and effectively
- Use Computer Aided Dispatching (CAD) to display the required computer skills needed to function at the level of an entry-level telecommunications dispatcher

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

- Role-play using both phone and radio systems. Special emphasis will be placed upon the communication between call taker and customer.
- Discuss and critique specific incidents and situations.
- Use problem-solving activities involving difficult situations.
- Locate and apply specific procedures and protocols to incidents in an appropriate manner.
- Complete basic call entry including suspect and vehicle descriptions within 90 seconds
- Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen
- Assign appropriate units to pending calls
- Coordinate simultaneous conversations by both radio and telephone.

	<ul style="list-style-type: none"> • Monitor and direct multiple units by radio and track status on all on duty responders. • Apply policies and procedures to the handling of calls. • Prioritize calls and determine response based on available resources • Apply written policy and procedures to complex situations
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Practical CAD based exercises and exams using Daily Observation Reports (DORs), and Law Evaluation Forms. • Written exams and quizzes • In class and take-home assignments and exercises
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • CAD Systems • Radio Procedures • Responder Safety • Community Safety • Prioritizing Incidents • Response Assignments • Records Management • Liability • Resource Allocation • Scheduling • Mapping • Plotting

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 final lab course in the ETC Telecommunications/Service Dispatcher Certificate. Adding this course provides students the opportunity to practice theoretical knowledge of customer service and emergency services in a lab environment, using multi line phones, radios and computer-aided dispatching	
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):	Emergency Telecommunications/Service Dispatcher	# credit: 50
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Completing this class is required to complete the certificate.	
Is this course used to supply related instruction for a certificate?		<input checked="" type="checkbox"/> 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	<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	No
--	----

Is there any potential impact on another department of campus?

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
--	----

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
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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	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2012
SAC Administrative Liaison	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

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 971.722.5424 cbruneau@pcc.edu
Prefix and Course Number:	ETC124	Credits:	2
Course Title: (60 characters max)	Radio Communications Lab	Transcript Title (30 characters max)	Radio Comm Lab
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: 30
If the course is repeatable then provide a compelling argument.		This is a skill building class. It is expected that some students may wish to repeat the class to increase their speed, accuracy and marketability	
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)			
Integrates practice of communication via two way radio. Continues developing multi-tasking skills, accurately documenting CAD with information provided by field units and tracking field unit status over the radio. Prerequisites: ETC110.			

Addendum to course description:

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: ETC110

☒
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 students will be able to:

- Interpret complex written information into short, concise verbal broadcasts.
- Use radio transmissions and CAD to accurately track field unit status
- Transmit calls for service to field units utilizing appropriate terminology
- Control radio traffic while dispatching and receiving information
- Correctly document information provided by field units

Course activities and design: (from CCOG)

- Role-play using both phone and radio systems. Special emphasis will be placed upon the communication between call taker and customer.
- Discuss and critique of specific incidents and situations.
- Problem-solving using activities involving difficult situations.
- Locate and apply specific procedures and protocols to incidents in an appropriate manner.
- Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen
- Assign appropriate units to pending calls
- Coordinate simultaneous conversations by both radio and telephone.
- Monitor and direct multiple units by radio and track status on all on duty responders.
- Apply policies and procedures to the handling of calls and complex situations
- Prioritize calls and determine response based on available resources

Outcomes assessment strategies: (from CCOG)

Outcome Assessment:

- Practical CAD based exercises and exams using Daily Observation Reports (DORs), and Fire, Medical and Law Evaluation Forms.
- Written exams and quizzes
- In class and take-home assignments and exercises

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

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

Rationale for the new course.	The ability to communicate via two way radio, while simultaneously entering information into a computer aided dispatch system is vital in the industry. This class provides practical experience, enhancing marketability.	
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 Telecommunicator/911 Dispatcher	# credit 50
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):	Emergency Telecommunicator/Service Dispatcher	# credit:50
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This class is a prerequisite to entering the third term for both certificates	

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	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 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	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2012
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012

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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 971.722.5424 cbruneau@pcc.edu
Prefix and Course Number:	ETC125	Credits:	1
Course Title: (60 characters max)	Introduction to Fire Communications	Transcript Title (30 characters max)	Intro to Fire Comm
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: 20 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 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: *course* and/or *student*. Include course recommendations in the description. (the field expands as needed)

Introduces fire call taking and dispatching. Includes the use of emergency communications equipment and the application of policies, procedures and protocols in the handling of fire related situations.
 Prerequisite: ETC 111

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: ETC111	<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"> • Accurately receive and prioritize fire related emergency calls and determine appropriate equipment and personnel needed. • Use federal, state and local policies and procedures to define and process a HAZMAT incident. • Use the Incident Command System according to nationally accepted FEMA standards. • Use the CAD system to process fire related calls from call taking through dispatching.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Role-play using both phone and radio systems. Special emphasis will be placed upon the communication between call taker and customer. • Discuss and critique specific incidents and situations. • Locate and apply specific procedures and protocols to incidents in an appropriate manner. • Complete basic call entry including within 90 seconds • Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen • Assign appropriate units to pending calls • Coordinate simultaneous conversations by both radio and telephone. • Monitor and direct multiple units by radio and track status on all on duty responders. • Apply policies and procedures to the handling of calls. • Prioritize calls and determine response based on available resources • Apply written policy and procedures to complex situations

Outcomes assessment strategies: (from CCOG)	Outcome Assessment: <ul style="list-style-type: none"> • Practical CAD based exercises and exams using Daily Observation Reports (DORs), and Fire, Medical and Law Evaluation Forms. • Written exams and quizzes • In class and take-home assignments and exercises
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • CAD Systems • Radio Procedures • Responder Safety • Community Safety • Prioritizing Incidents • Response Assignments • Records Management • Liability • Resource Allocation • Scheduling • Mapping • Plotting

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 provides additional education for students in the Telecommunications/Dispatcher: 911 Emergency Certificate in the concepts of fire call taking and dispatching.	
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 Telecommunicator/911 Dispatcher	# credit: 50
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:	This course provides additional industry related education in fire dispatching, enhancing students marketability	

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	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term 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	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2012
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
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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 971.722.5424 cbruneau@pcc.edu
Current prefix and number	ETC103	Proposed prefix and number	
Current course title	Introduction to Emergency Telecommunications	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. **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 field of emergency communications, including history, roles & responsibilities, operations and equipment with an emphasis on federal, state and local communications systems. Audit available.	Introduces the concept of telecommunications 911 dispatching, including roles, responsibilities and basic job duties.

Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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 and understanding of emergency communications as a profession and the changing role of the telecommunicator to present day operations. • Identify the metropolitan area communication centers, their chief responsibilities and jurisdictions in order to be an effective emergency telecommunicator. • Follow written standard operating procedures in emergency communications. • Apply the proper techniques for use of two-way radios, multi-line telephone systems, computer-aided dispatch software, and audio recording devices. • Use skills in interpersonal communications, such as questioning techniques, relaying information, and documenting using clear, concise and accurate verbiage. • Maintain open lines of communication with emergency services providers. 	<ul style="list-style-type: none"> • Use an understanding of the history of emergency communications to adapt effectively to current and future practices in the field. • Utilize an understanding of the roles of telecommunications personnel to function efficiently in the workplace. • Apply standard operating procedures commonly used in communication center. • Apply mapping technologies to correctly determine location of callers.

Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	05/09/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
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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	ETC104	Proposed prefix and number	
Current course title	Emergency Telecommunications-Call Taking	Proposed title (60 characters max)	NAED Basic Telecommunicator Certification
# Credits	4	Proposed transcript title (30 characters max)	NAED Cert
Reason for title change	This title change better explains the purpose of this class, which is to begin the NAED certification process		

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. **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 field of emergency communications in discipline specific terms; with an emphasis on Fire and Emergency Medical emergencies. Explores issues of privacy of information, confidentiality and	Utilizes the NAED course to prepare for qualification of the nationally recognized National Academies of Emergency Dispatch, Basic Telecommunicator Certificate. Prerequisite ETC103

liability. Prerequisite: ETC 103. Audit available.	
Reason for change	This new title brings the class into line with the terminology used in communications centers throughout the nation, as well as providing a clearer overview of what the class teaches.

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"> • Differentiate the role & responsibilities of emergency communications personnel in fire and medical emergencies and apply the appropriate policies, procedures and protocols. • Apply the correct priority and response level to fire service calls. • Use interpersonal communications skills in the questioning of callers, relaying of information and documenting events and responses. • Maintain open lines of communication with emergency services providers using all available technologies. • Communicate using clear, concise, and accurate language; correctly use discipline specific terminology. 	<ul style="list-style-type: none"> • Establish techniques for communicating with callers in crisis. • Apply and define police, fire and medical call classifications. • Define liability and ethical issues inherent to telecommunications. • Apply quality assurance and improvement protocols used in communications centers. • Create a stress management plan to address the effects of burnout in telecommunications.
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	05/09/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
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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	ETC105	Proposed prefix and number	
Current course title	Crisis Intervention and CISM	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines. **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)
Focuses on the emotional and psychological needs of police, telecommunicators, firefighters, emergency medical providers and other emergency responders in dealing with daily crisis and trauma situations. Explores both individual crisis	Explores the unique stressors experienced by emergency services responders. Examines the Critical Incident Stress Management model and provides an opportunity for a mock debriefing session.

and large scale disasters impacting entire communities. Evaluates the resources available to responders and to the public. Examines the Critical Incident Stress Management model and how it is utilized within various agencies. Teaches methods and techniques for dealing with high stress of long-term emergency service careers. Audit available.	
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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>Recognize the effects of crisis situations and traumatic events on individuals in order to provide a proper response.</p> <ul style="list-style-type: none"> • Employ an awareness of the physical and psychological responses to highly stressful activities in order to provide a proper response. • Apply the principles of the CISM system in a controlled scenario. • Participate in a defusing or debriefing exercise, within the parameters of the CISM model. 	<ul style="list-style-type: none"> • Articulate how stress can affect both responders and victims. • Comprehend how personality traits can determine effects of stress. • Discuss mental health issues including stress management, crisis intervention and critical incident stress can affect team members.
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	05/09/2012
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 971.722.5424 cbruneau@pcc.edu
Current prefix and number	ETC106	Proposed prefix and number	
Current course title	Introduction to Criminal Law	Proposed title (60 characters max)	Introduction to Law for Tele-Communicators
# Credits	3	Proposed transcript title (30 characters max)	Intro to Law for Telecomm
Reason for title change	This title more clearly reflects the purpose of the class, which is to introduce Telecommunicators to the field of law		

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. **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 origin, structure and definitions of common law and statutory crimes as applied to modern society. Uses Oregon Criminal Code and criminal court proceedings to classify specific crimes	Introduces legal concepts and theory as they apply to emergency telecommunications and public safety.

based upon legal definitions. Audit available.	
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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>Use the Oregon Criminal Code to identify various types of property and person crimes</p> <ul style="list-style-type: none"> • Differentiate between civil and criminal actions and classify incidents as crimes, by type, elements and category. • Classify incidents as crimes, by type and category, based upon information received from the public or members of the criminal justice system. • Understand legal terminology and apply the correct language when relaying information, received from the public, in the reporting of criminal or suspicious activity. • Articulate criminal justice processes, including investigation, apprehension, custody and prosecution to the public, and direct referrals to the appropriate authorities. • Protect the constitutional and civil rights of citizens impacted by the administration of duties within the criminal justice system. 	<ul style="list-style-type: none"> • Apply an understanding of crime as it applies to calls received by 911 in order to effectively prioritize them. • Differentiate between civil and criminal actions in order to communicate effectively with callers and responders. • Classify incidents by priority, category and type based on information received from caller and understanding of legal concepts. • Apply principles of liability and ethics of privileged information.
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	05/09/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
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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 971.722.5424 cbruneau@pcc.edu
Current prefix and number	ETC108	Proposed prefix and number	
Current course title	Transcription for Telecommunicators	Proposed title (60 characters max)	Introduction to Computer Aided Dispatching
# Credits	2	Proposed transcript title (30 characters max)	Intro to CAD
Reason for title change	This new title brings the class into line with the terminology used in communications centers throughout the nation, as well as providing a clearer overview of what the class teaches.		

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. **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)
Develops keyboarding skills based upon information received through various media, but most often aurally. Includes a variety of audio recordings, dictation and role-play to	Develops keyboarding skills using Computer Aided Dispatching based upon information received through various media, but most often aurally. Includes a variety of audio recordings, dictation and role-play to

record emergency response information in a computer program and with a variety of software applications, including Word, Excel, Criticall and Computer-Aided Dispatch. Required keyboarding speed of at least 25 wpm. Audit available.	record emergency response information in a computer program and with a variety of software applications, including Word, Excel, Criticall and Computer-Aided Dispatch. Required keyboarding speed of at least 25 wpm. Audit available.
Reason for change	Added "Using a Computer Aided Dispatching program" to bring the class in line with industry terminology

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)	
<p>Record complete and accurate information, using a computer keyboard , and based primarily on verbal communication.</p> <ul style="list-style-type: none"> · Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. · Use interpersonal communications skills, including questioning techniques, relaying and documenting information; through clear, concise and accurate verbiage. · Perform multiple tasks, nearly simultaneously, using communication skills, motor and cognitive abilities. · Interpret and encapsulate information into a limited space format, without compromising the accuracy of the facts. · Recognize and utilize the standard police phonetic alphabet in obtaining and relaying information. 	<ul style="list-style-type: none"> • Record, interpret and encapsulate information received primarily via verbal communication accurately using a computer keyboard. • Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. • Recognize and utilize standard police terminology in obtaining and relaying information. • Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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 concurrentIf 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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrentIf 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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).
☒ yes
☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum**Section # 2 Department Review**

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

SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	5/09/2012

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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	ETC111	Proposed prefix and number	
Current course title	Communication Center Operations - Intermediate Skills	Proposed title (60 characters max)	
# Credits	3	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. **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 the art of multi-discipline emergency response dispatching in an emergency communications simulation center. The course involves the use of emergency communications equipment and the application of policies, procedures and protocols to specific situations. Scenarios	Builds on skills learned in ETC110 to provide practical experience for industry related multitasking, problem solving and customer service in a diverse market. Includes the use of the simulation lab, multi-line phones and radios and the application of policies, procedures and protocols. Prerequisite: ETC 110. Audit available

<p>will be complex, may involve multiple responses and may have a high level of impact on individuals or the community. Identification and notification of a wide variety of resources both local and state will be included in simulation. Prerequisite: ETC 110. Audit available.</p>	
Reason for change	These changes bring the course up to industry standards and increases student marketability and potential.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources.</p> <ul style="list-style-type: none"> • Appropriately apply policies and procedures to the handling of emergency calls. • Apply skills in interpersonal communications, such as, questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with difficult, uncooperative or mentally challenged callers. • Communicate with emergency services providers. Relay critical information, which can impact the outcome of an incident. • Apply written policy and procedures to complex situations. 	<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Apply skills in interpersonal communications, such as questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with diverse callers. • Communicate with emergency services providers to relay critical information, which can impact the outcome of an incident. • Navigate the computer-aided dispatching system to complete call processing and begin dispatching responders. • Use mapping resources to define accurate and valid locations.
Reason for change	These changes bring the course up to industry standards and increases student marketability and potential.

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

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

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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☒ yes
☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Carol Bruneau	cbruneau@pcc.edu	05/09/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012

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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
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Section #1 General Information

Department	Emergency Services	Submitter name Phone Email	Carol Bruneau 971.722.5424 cbruneau@pcc.edu
Current prefix and number	ETC112	Proposed prefix and number	ETC112
Current course title	Com Cen Ops-Adv	Proposed title (60 characters max)	Communication Center: 911 Dispatcher
# Credits	3	Proposed transcript title (30 characters max)	Comm. Center: 911 Dispatcher
Reason for title change	The Emergency Telecommunicator/911 Dispatcher program will be divided into two certificates: Emergency Telecommunications/Service Dispatcher and Emergency Telecommunications/911 Dispatcher. This title change will identify this class as part of the Emergency Telecommunications/911 Dispatcher certificate		

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. **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 emergency call-taking and emergency services radio communication in the in the 9-1-1 simulation lab Requires a high level of multi- tasking ability, quick	Covers emergency call-taking and emergency services radio communication in the 9-1-1 simulation lab. Requires demonstrating a high level of multi- tasking ability, quick responses and rapid problem-solving

responses and rapid problem solving skills, as well as a familiarity with 911 computer software and multifunction telephone systems. This is the third course in a three-course sequence. Prerequisites: ETC 110 & ETC 111. Audit available.	skills, as well as a familiarity with 911 computer software and multifunction telephone systems. This is the third course in a three-course sequence. Prerequisite: ETC 110 & ETC111. Department Permission
Reason for change	These changes bring the course up to industry standards and increases student marketability and potential.

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>Screen calls to evaluate level of urgency and need for field response.</p> <ul style="list-style-type: none"> • Answer multiple emergency lines. • Accurately prioritize emergency calls and determine appropriate equipment and personnel needed. • Disseminate information in the most appropriate manner within the policies and procedures established as operational guidelines. • Utilize problem-solving skills while dealing with serious, high-stress situations. • Identify jurisdictional and political boundaries using various maps and geo files. 	<ul style="list-style-type: none"> • Answer multiple emergency lines to screen calls for level of urgency and need for field response, using accurate terminology and appropriate data entry • Disseminate appropriate information a timely manner according to industry related policies, procedures and protocols. • Utilize problem-solving skills while dealing with high-stress and potentially life threatening situations. • Navigate a variety of mapping systems to provide detailed location and routing information to responders and callers • Apply call taking and dispatching knowledge and computer skills to function as an entry level 911 dispatcher
Reason for change	These updates will clarify the outcome terminology to bring this class in line with verbiage used in communications centers across the nation.

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	05/09/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	05/09/2012
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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	ETC 115	Proposed prefix and number	ETC 215
Current course title	Emergency Telecommunicator: Capstone	Proposed title (60 characters max)	ES Capstone: Emergency Services Hiring Process
# Credits	3		ES: Capstone
Reason for title change	Reflect course content appeal to all emergency services jobs.		

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 creation of a portfolio documenting course work, activities, education and experience history. Includes the completion of a comprehensive personal history background. Audit available.	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 discipline specific oral interview questions. Audit available. Department permission required.

Reason for change	To broaden scope of employment opportunities to cover all emergency services fields.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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"> • Create documents, such as resumes, employment applications and personal history background forms, utilized in pre-employment screening. • Present themselves in a professional manner during oral interviews by an interview panel. • Be prepared to obtain a variety of state level emergency services related certifications. • Participate in all phases of pre-employment and employment screening for positions in the emergency telecommunications field. • Create and update a portfolio of employment documents, certificates, examples of work product from simulator lab practical's, documentation of community based activities and an overview of coursework completed for employment opportunities. 	<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.
Reason for change	To broaden scope of 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 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 X <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
Carol Bruneau	cbruneau@pcc.edu	05/09/2012
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 971.722.5424 cbruneau@pcc.edu
Current prefix and number	ETC203A	Proposed prefix and number	ETC203
Current course title	Tactical Dispatching for High Risk Incidents	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change	Clarify prefix and number to bring class in line with the rest of the program.		

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. **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 high risk incidents such as kidnapping, hostage situations, and suicidal or mentally unstable persons require a higher level of communication skills and a greater degree of commitment on the part	Introduces the concept of Tactical Dispatching, which involves high risk/low frequency crimes and situations such as kidnappings, hostage situations, and suicidal or mentally unstable callers. Prerequisite ETC 104. Audit Available.

of the first responders and the emergency communications personnel. Test skills in a safe environment through the use of scenarios and role playing. Prerequisite: ETC 104. Audit available.	
Reason for change	These changes bring the course up to industry standards and increases student marketability and potential.

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> <ul style="list-style-type: none"> • Apply appropriate communication skills to specific situations. • Use appropriate phrases and techniques to calm and reassure individuals, regardless of their role in the event/situation. • Apply the psychology of crisis intervention in specific situations. • Follow the Department of Public Safety Standards and Training guidelines for dealing with high risk situations. 	<ul style="list-style-type: none"> • Define and identify high risk/low frequency situations faced by emergency services agencies in order to follow appropriate protocols for such situations. • Apply call taking and dispatching performance based on the Department of Public Safety Standards and Training guidelines for dealing with high risk situations. • Communicate effectively with callers in crisis, using appropriate calming techniques to assess situation and complete call.
Reason for change	These changes bring the course up to industry standards and increases student marketability and potential.

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: ETC 103	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ETC 104	<input checked="" type="checkbox"/> Prerequisite	<input checked="" 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: ETC 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. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	05/09/2012
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.		

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 101	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Introduction to Emergency Services

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)

2

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

- Use complex incident scenarios to assign duties and response functions to the appropriate emergency services discipline, based upon traditional roles and available manpower.
- Assign personnel and equipment, as needed, in a large-scale, evolving emergency situation, using established protocols and group discussion and consensus.

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

- Discuss various protocols and procedures to determine appropriate resource levels based upon jurisdiction, geographical features, resources, historical averages and statistical data.
- Using a variety of scenarios of emergency incidents, determine response level, assignment of equipment and personnel and allocation of specialized resources.
- Apply computation skills to a complex emergency response scenario, working in small groups, to determine security and safety perimeters; police, fire and EMS resource allocation, specific working assignments, equipment location and staging areas; project additional resources for an expanding event.
- Create a visual depiction of an emergency event, including primary location, surrounding structures, roadways and streets, locations of emergency response units and create a comprehensive operations plan to ensure a positive outcome, in protecting lives and property.

Communication

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

8

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

- Use complex incident scenarios to assign duties and response functions to the appropriate emergency services discipline, based upon traditional roles and available manpower.
- Assign personnel and equipment, as needed, in a large-scale, evolving emergency situation, using established protocols and group discussion and consensus.
- Promote a sense of safety and security by communicating a calm and professional demeanor in dealing with individuals in high stress situations.

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

- Communicate assignments and information to responders, using discipline specific words and phrases.
- Monitor and maintain the flow of information using communications technologies.
- Establish discipline specific protocols to allow clear communication between diverse groups.

Human Relations

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

8

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

- Use complex incident scenarios to assign duties and response functions to the appropriate emergency services discipline, based upon traditional roles and available manpower.
- Assign personnel and equipment, as needed, in a large-scale, evolving emergency situation, using established protocols and group discussion and consensus.

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

- Working in small groups as a team, with various emergency scenarios, to develop comprehensive multi-discipline concepts.
- Discussing 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.

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 – 4th 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

x <input 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 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>
X <input 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 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>
X <input 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 TeleCommunicator/Emergency Management
Prefix and Course Number:	EM 103	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Introduction to Radio Communication

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)

5

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

- Apply proper radio procedures to insure 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.

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

- Learn processes for numerically defining police, fire, medical and other radio users.
- Based upon standard operating procedures, track time, in order to monitor activity and check status of field units. A unit is defined as equipment and personnel.
- Use approximation and ranges in describing physical characteristics of persons, vehicles and objects.
- Understand the assignment, location, range and strength of radio frequencies and the assignment of frequencies and channels to various groups.
- Using two-way radios, transmit and receive information, making correct channel selection and documenting identification of radio transmissions and users.
- Convert all times to military (24 hour) time format, both verbally and in written documentation.

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.

- Use an understanding of the role and responsibilities of a radio dispatcher, when performing in the field.

- Apply proper radio procedures to insure 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.

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)

8

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

- Use an understanding of the role and responsibilities of a radio dispatcher, when performing in the field.
- Apply proper radio procedures to insure responder and public safety.
- Operate two-way radios in compliance with established policies and procedures.

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

- 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 – 4th 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
x <input 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 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>
X <input 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 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>
X <input 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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 103	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	Introduction to Emergency Telecommunications

Details of Related Instruction guidelines for identifying related instruction
<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)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Utilize an understanding of the roles of telecommunications personnel to function efficiently in the workplace. Apply standard operating procedures commonly used in communication center. Apply mapping technologies to correctly determine location of callers. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Apply 24 hour time to all time references used in the dispatch functions. Convert the standard UTC time designations using AM/PM to 24 hour time or convert 24 hour time to UTC time, using generally accepted formatting. Learn to calculate responder estimated arrival times, based upon location, service districts, geography and other variables. Gather statistical data for such activities as, emergency response times, call volume, public service requests, call types and length of on scene activities. Scenario based distribution of emergency response resources, jurisdictional assignments and functional assignments as related to equipment and personnel. Direct instruction in map reading, jurisdictional responsibilities based upon geographical and political boundaries, manpower and equipment allocation, and other resource allocation. 		

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.		

- Use an understanding of the history of emergency communications to adapt effectively to current and future practices in the field.
- Utilize an understanding of the roles of telecommunications personnel to function efficiently in the workplace.
- Apply standard operating procedures commonly used in communication center.

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

Students will:

- Direct instruction in emergency services workplace communication skills and discipline specific language.
- Practice, through role-playing, the appropriate level and manner of communication with persons in crisis situations, to provide the most effective response and the highest level of customer service.
- Demonstrate brief, but accurate information relay by the most appropriate means, to facilitate the highest level of emergency response, in pre-determined situations.
- Participate in various exercises in relaying information concisely, accurately and with as little extraneous verbiage as possible.
- Identify the differences between policies, protocols and procedures, as they relate to specific agencies and their mandated responsibilities.
- Create a written example of a policy, protocol and procedure.

Human Relations

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

8

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

- Use an understanding of the history of emergency communications to adapt effectively to current and future practices in the field.
- Utilize an understanding of the roles of telecommunications personnel to function efficiently in the workplace.
- Apply standard operating procedures commonly used in communication center.

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

Students will:

- Learn to respect authority, through the application of the principles of "Chain of Command".
- Develop techniques for dealing with all individuals seeking help in a crisis situation, using non-judgmental and respectful language and expressing empathy.
- Practice communication skills and techniques to effectively provide information, referrals and support to all segments of society.
- Develop a high degree of professionalism in relationships with co-workers, field responders and supervisors by acknowledging rank and seniority and seeking advice and input in unfamiliar or unusual situations. Acknowledgement of rank and authority will be a part of role-playing activities and scenario based training.

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 – 4th 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 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>Certification: Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.</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 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>Certification: Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.</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>

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.

Certification:

Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification or an equivalent certification recognized by the state Department of Public-Safety Standards and Training.

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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 104	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	4	Course Title:	NAED Basic Telecommunicator Certification

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)

4

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

- Establish techniques for communicating with callers in crisis.
- Apply and define police, fire and medical call classifications.
- Apply quality assurance and improvement protocols used in communications centers.

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

Students will:

- Receive direct instruction in determining "level of response" based upon time and distance factors.
- Evaluate procedures and determine type of equipment and manpower response to specific incidents, based upon protocols and procedures, and principles of allocation of resources.
- Identify the appropriate units and personnel to respond to specific situations based upon type, location and time of incident and urgency of response.
- Practice allocation of resources, based on appropriate response levels, while maintaining response capabilities for all areas of responsibility. Using scenarios, manage resources in constantly changing environments.
- Document and maintain the current response status of all units within a jurisdiction, whether assigned or unassigned.
- Monitor times of assigned or active units to promote efficient allocation of resources and protect responder safety.

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.

- Establish techniques for communicating with callers in crisis.
- Define liability and ethical issues inherent to telecommunications.
- Apply quality assurance and improvement protocols used in communications centers.
- Create a stress management plan to address the effects of burnout in telecommunications.

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

Students will:

- Direct instruction in dealing with highly volatile situations.
- Direct instruction in dealing with individuals in emotional crisis.
- Learn and practice methods and techniques for dealing with frightened, injured, mentally unstable and suicidal individuals.
- Practice communication skills in dealing with non-English speakers in small group settings.
- Practice various forms of verbal and written communication in dealing with speech or hearing impaired individuals.
- Role-play, using various techniques in dealing with angry, rude or verbally abusive callers.

Human Relations

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

8

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

- Establish techniques for communicating with callers in crisis.
- Define liability and ethical issues inherent to telecommunications.
- Apply quality assurance and improvement protocols used in communications centers.
- Create a stress management plan to address the effects of burnout in telecommunications.

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

Students will:

- Apply the principles of "Chain of Command" and authority as it applies to the fire service.
- Use the appropriate language and terminology for fire and medical emergency communications.
- Practice communication skills and techniques to effectively provide information, referrals and support to all segments of society.
- Maintain a professional demeanor; develop a calming tone of voice and encourage individuals in crisis and provide hope that help will arrive.
- Respect the confidentiality of information. Do not repeat personal or private information.

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.

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Instructor Qualifications

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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

☒ Computation

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.

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.

☒ Communication

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 103 & ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.

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.

☒ Human Relations

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 104, must have current National Academies of Emergency Dispatch Instructor certification.

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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 105	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Crisis Intervention & Critical Incident Stress 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)	0
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.		
<ul style="list-style-type: none"> • Articulate how stress can affect both responders and victims. • Comprehend how personality traits can determine effects of stress. • Discuss mental health issues including stress management, crisis intervention and critical incident stress can affect team members. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students will: <ul style="list-style-type: none"> • Apply proven techniques for communicating with individuals, in crisis. • Provide support, empathy and discuss available resources. • Utilize persuasive argument to redirect individuals from violent or harmful behaviors. • Become a resource by listening and remaining calm and avoiding negative reactions 		

to crisis behaviors and comments.

- Make constructive comments and suggestions; providing hope that things will get better.
- Role-play, using scenarios involving, crisis situations.

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 how stress can affect both responders and victims. • Comprehend how personality traits can determine effects of stress. • Discuss mental health issues including stress management, crisis intervention and critical incident stress can affect team members. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Develop an understanding of and respect for various cultures and their customs in dealing with trauma and crisis. • Develop personal resources to deal with job related stress. • Encourage relationships, not related to your work; or to others involved in the same type of work. • Understand the psychology of victimization and the impact upon individuals and society. • Foster understanding and respect for vulnerable populations. • Learn to observe signs of harmful stress in co-workers and address it appropriately. 		
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:</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: 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>Certification: Instructors in ETC 105 must have current training or a certificate in Critical Incident Stress Management through an Oregon - Department of Public-Safety Standards and Training (DPSST) approved program.</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>
<p><input checked="" type="checkbox"/> Human Relations</p>	<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>Certification: Instructors in ETC 105 must have current training or a certificate in Critical Incident Stress Management through an Oregon - Department of Public-Safety Standards and Training (DPSST) approved program.</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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 106	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Law for Telecommunicators

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)

4

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

- Apply an understanding of crime as it applies to calls received by 911 in order to effectively prioritize them.
- Differentiate between civil and criminal actions in order to communicate effectively with callers and responders.
- Classify incidents by priority, category and type based on information received from caller and understanding of legal concepts.

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

Students will:

- Direct instruction on location and identification of state statutes, rules and regulations, violations and ordinances, based upon Oregon laws.
- Locate various criminal laws, elements of the crime and penalties, using Oregon Revised Statutes and the ORS numbering system.
- Use the judicial matrix for sentencing misdemeanor and felony convictions, to determine sentencing guidelines. Express sentencing terms in months and/or years.
- Identify type and degree of crime based upon monetary value of property loss.
- Calculate age of offender and/or victim, to determine type and degree of crime, according to statutes and legal precedents.

Communication

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

4

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

- Apply an understanding of crime as it applies to calls received by 911 in order to effectively prioritize them.
- Differentiate between civil and criminal actions in order to communicate effectively with callers and responders.
- Classify incidents by priority, category and type based on information received from caller and understanding of legal concepts.
- Apply principles of liability and ethics of privileged information.

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

Students will:

- Apply appropriate questioning techniques to obtain information to correctly categorize crimes.
- Define legal terms.
- Apply concepts of civil and criminal liability to specific situations and categorize appropriately.
- Relate legal concepts to information received from public reports of generally suspicious or possibly illegal activities.
- Distinguish between criminal and civil situations and provide the appropriate referral.

Human Relations

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

4

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

- Apply an understanding of crime as it applies to calls received by 911 in order to effectively prioritize them.
- Differentiate between civil and criminal actions in order to communicate effectively with callers and responders.
- Apply principles of liability and ethics of privileged information.

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

Students will:

- Receive direct instruction in community based resources for victims of crime.
- Develop communication skills to provide information, comfort, reassurance and hope for victims.
- Apply commonly accepted methods of dealing with individuals involved in violent crimes or traumatic incidents.
- Demonstrate peer support to co-workers experiencing stress reactions to traumatic events.

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 – 4th 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

☒ Computation

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 106 must have recent experience in the judicial system, either through employment or volunteer activities; or have a minimum of 60 hours of course work in law.

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.

☒ Communication

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 106 must have recent experience in the judicial system, either through employment or volunteer activities; or have a minimum of 60 hours of course work in law.

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.

☒ Human Relations

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 106 must have recent experience in the judicial system, either through employment or volunteer activities; or have a minimum of 60 hours of course work in law.

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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 108	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	2	Course Title:	Intro to Computer Aided Dispatch

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)

4

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

- Record, interpret and encapsulate information received primarily via verbal communication accurately using a computer keyboard.
- Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures.
- Recognize and utilize standard police terminology in obtaining and relaying information.
- Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen

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

Students will:

- Utilize Military (24 hour) time format in all time references, written and verbal.
- Obtain critical information within 60 seconds of receiving or initiating a call and input data into computer-aided dispatch (CAD) program.
- Express physical identifiers, height, weight, age, etc. using either specific data or estimates and ranges.
- Identify specific individuals, vehicles, or objects based upon various types of numeric identification, such as, ID numbers, licenses, serial numbers or other forms of identification.
- Practice “split-ear” listening, sorting and recording simultaneous bits of information from multiple sources, including numbers, letters and words, and maintaining a high degree of accuracy.
- Apply formats to express specific data in as concise and accurate manner as possible.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Record, interpret and encapsulate information received primarily via verbal communication accurately using a computer keyboard. Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. Recognize and utilize standard police terminology in obtaining and relaying information. Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Receive direct instruction in coding, abbreviating and formatting information to meet requirements of CAD and established radio procedures. Transfer information obtained aurally into computer forms using predetermined formats. Obtaining information from audio recordings and document the information using various computer programs. Gather critical and specific information from callers using various questioning techniques. Relay information using proper order and format, in a brief and accurate manner. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	0
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>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.</p> <p>After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.</p>		

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 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"/> 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 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 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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 110	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – Basic Skills

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)

4

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

- Answer and process emergency and nonemergency telephone calls, through the application of appropriate questioning techniques.
- • Appropriately apply rules of prioritizing to emergency calls.
- • Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures.
- • Apply written policy and procedures to simulated and/or actual situations.
- • Apply knowledge of criminal law in the determination of appropriate responses to specific situations.

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

- Apply Military (24 hour) time to all Dispatch functions.
- Use Military time format to compute times.
- Read maps, plot grids and find address numbering ranges.
- Calculate distances traveled based upon speed and time.
- Calculate estimated travel times based upon geography, weather conditions, traffic flow and congestion.
- Utilize time as a factor in emergency and non-emergency response level and prioritization.
- Apply established procedures to maintain minimum available resources and increase or decrease assigned personnel and equipment, as necessary.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> • Answer and process emergency and nonemergency telephone calls, through the application of appropriate questioning techniques. • Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. • Apply written policy and procedures to simulated and/or actual situations. • Apply increasingly more refined problem solving skills as scenarios and situation become more complex. • Apply knowledge of criminal law in the determination of appropriate responses to specific situations. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Answer simulated 9-1-1 calls in a emergency communication center environment. • Use multi-line telephones and computer programs to communicate with all types of responders. • Use plain English to communicate with responders over two-way radios. • Transmit and/or relay information via computer or two-way radio, using commonly understood language, briefly and accurately, in an accepted format. • Obtain and record primary information adequate to properly dispatch responders with a high level of accuracy. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Answer and process emergency and nonemergency telephone calls, through the application of appropriate questioning techniques. • Apply written policy and procedures to simulated and/or actual situations. • Apply increasingly more refined problem solving skills as scenarios and situation become more complex. • Apply knowledge of criminal law in the determination of appropriate responses to specific situations. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Direct instruction in computer-aided dispatch (CAD) functions and data input. • Develop resources useful in obtaining information from non-English speakers. • Maintain a high level of professionalism when dealing with difficult callers, who may be, intoxicated, angry, profane, rude or demanding. • Practice de-escalating volatile situations using calming techniques in role-playing exercises. • Maintain a professional relationship with field responders in all communications. 		

- Utilize humor only in appropriate situations.

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 – 4th 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 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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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>
<p>X <input type="checkbox"/> Human Relations</p>	<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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 111	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – Intermediate Skills

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)

4

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

- Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources.
- Communicate with emergency services providers to relay critical information, which can impact the outcome of an incident.
- Navigate the computer-aided dispatching system to complete call processing and begin dispatching responders.
- Use mapping resources to define accurate and valid locations.

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

- Direct instruction in map reading, response districts and location of resources, such as Fire Stations, Police Precincts, Hospitals and EMS Offices.
- Calculating resource response time in relation to resource location and incident location.
- Determine the most appropriate assignment based upon current location and level of activity in specific areas.
- Maintaining minimum resource availability or reallocating resources in order to temporarily staff specific locations.
- Computing wind speeds and weather conditions in isolating hazardous materials.
- Computing fire size based upon current conditions, amount of smoke and/or visible flames in relation to structure size.

- Computing wildfire size in relation to land area, fuel and current conditions.
- Determining the type and number of apparatus to be assigned.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Apply skills in interpersonal communications, such as questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with diverse callers. • Communicate with emergency services providers to relay critical information, which can impact the outcome of an incident. • Navigate the computer-aided dispatching system to complete call processing and begin dispatching responders. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Students will:</p> <ul style="list-style-type: none"> • Determine appropriate questions and order of questions to create a response request. • Monitor and control radio communications for multiple ongoing activities. • Develop skill in listening and recording information simultaneously. • Prepare facts and detail narratives in the most concise and accurate manner possible, while maintaining clarity. • Record important primary data with a high degree of accuracy. • Relay information using clear speech at a moderate rate, that can be easily copied. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Answer emergency and non-emergency telephone calls, determine the level and urgency of response, correctly apply call type, prioritize and assign field units and identify available resources. • Apply skills in interpersonal communications, such as questioning techniques, relaying information and, documenting using clear, concise and accurate verbiage, while dealing with diverse callers. • Communicate with emergency services providers to relay critical information, which can impact the outcome of an incident. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Maintain a calm and professional tone in radio transmissions, at all times. • Demonstrate techniques for calming callers. • Project professionalism over the radio and/or telephone in all business contacts. <p>Learn to accept anger and frustration directed at dispatchers , not as a personal attack.</p>		

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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

☒ Computation

Education:

Bachelor's Degree in one of the following fields of study: Communications,

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

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.

Certification:

Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

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.

☒ Communication

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

	<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>
<p>X <input type="checkbox"/> Human Relations</p>	<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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 112	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – 911 Dispatcher

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)

6

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

- Answer multiple emergency lines to screen calls for level of urgency and need for field response, using accurate terminology and appropriate data entry
- Disseminate appropriate information a timely manner according to industry related policies, procedures and protocols.
- Navigate a variety of mapping systems to provide detailed location and routing information to responders and callers
- Apply call taking and dispatching knowledge and computer skills to function as an entry level 911 dispatcher

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

- Direct instruction in map reading, plotting map grids, districting and CAD geo files.
- Plot routes from point to point, taking into account physical barriers, shortest route and fastest route.
- Analyze various timeframes on emergency response priorities.
- Prioritize response based upon life threat factors.
- Compute size of impacted area in hazardous materials events.
- Compute isolation distances for various types of hazardous materials.
- Determine type and amount of specialized equipment for large scale rescues, such as an aircraft crash.

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.		
<ul style="list-style-type: none"> • Answer multiple emergency lines to screen calls for level of urgency and need for field response, using accurate terminology and appropriate data entry • Disseminate appropriate information a timely manner according to industry related policies, procedures and protocols. • Utilize problem-solving skills while dealing with high-stress and potentially life threatening situations. • Apply call taking and dispatching knowledge and computer skills to function as an entry level 911 dispatcher 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Develop skill in relaying technical information verbatim. • Learn to coordinate simultaneous conversations with responders on large scale events. • Monitor and direct multiple units on the same response. • Monitor and direct multiple units of separate, unrelated events. • Keep ongoing status on all on duty responders. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	8
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> • Answer multiple emergency lines to screen calls for level of urgency and need for field response, using accurate terminology and appropriate data entry • Disseminate appropriate information a timely manner according to industry related policies, procedures and protocols. • Utilize problem-solving skills while dealing with high-stress and potentially life threatening situations. • Apply call taking and dispatching knowledge and computer skills to function as an entry level 911 dispatcher 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Coordinate responses with all field units. • Incorporate principles of "Chain of Command" in assisting field responders in successfully completing their assignments. • Coordinate activities and assignments from Supervisors to Field Units and relay directions and requests. • Work with responders as a team member, not as a separate entity. • Respect the roles and responsibilities of the various emergency services disciplines. 		
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 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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 communications; with at least two years as an agency trainer or supervisor. Minimum qualification – Three years in emergency</p>

	<p>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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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>
<p><input checked="" type="checkbox"/> Human Relations</p>	<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>Certification: Instructors in ETC110, ETC111 and ETC112 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 113	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	Communication Center Operations – Services Dispatcher

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)

8

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

- Process and evaluate information received via emergency and non-emergency calls using industry based questioning techniques.
- Use complex situations to prioritize responses, assign duties and allocate resources based on established policies and available manpower
- Utilize problem solving skills to provide answers to challenges presented by a diverse customer base, including those who may be agitated or unreasonable
- Successfully dispatch appropriate personnel and maintain close contact to monitor response and provide needed support operations quickly and effectively
- Use Computer Aided Dispatching (CAD) to display the required computer skills needed to function at the level of an entry-level telecommunications dispatcher

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

- CAD Systems
- Radio Procedures
- Responder Safety
- Community Safety
- Prioritizing Incidents
- Response Assignments
- Records Management

- Liability
- Resource Allocation
- Scheduling
- Mapping
- Plotting

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.		
<ul style="list-style-type: none"> • Process and evaluate information received via emergency and non-emergency calls using industry based questioning techniques. • Use complex situations to prioritize responses, assign duties and allocate resources based on established policies and available manpower • Utilize problem solving skills to provide answers to challenges presented by a diverse customer base, including those who may be agitated or unreasonable • Successfully dispatch appropriate personnel and maintain close contact to monitor response and provide needed support operations quickly and effectively • Use Computer Aided Dispatching (CAD) to display the required computer skills needed to function at the level of an entry-level telecommunications dispatcher 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • CAD Systems • Radio Procedures • Responder Safety • Community Safety • Prioritizing Incidents • Response Assignments • Records Management • Liability • Resource Allocation • Scheduling • Mapping • Plotting 		

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 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>Certification: Instructors in ETC113 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 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>Certification: Instructors in ETC113 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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>
<p><input checked="" type="checkbox"/> Human Relations</p>	<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>Certification: Instructors in ETC113 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.</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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 124	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	2	Course Title:	Radio Communications Lab

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)

8

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

- Interpret complex written information into short, concise verbal broadcasts.
- Use radio transmissions and CAD to accurately track field unit status
- Transmit calls for service to field units utilizing appropriate terminology
- Control radio traffic while dispatching and receiving information

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

- Problem-solving using activities involving difficult situations.
- Locate and apply specific procedures and protocols to incidents in an appropriate manner.
- Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen
- Assign appropriate units to pending calls
- Monitor and direct multiple units by radio and track status on all on duty responders.
- Apply policies and procedures to the handling of calls and complex situations
- Prioritize calls and determine response based on available 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.

- Interpret complex written information into short, concise verbal broadcasts.
- Use radio transmissions and CAD to accurately track field unit status
- Transmit calls for service to field units utilizing appropriate terminology
- Control radio traffic while dispatching and receiving information

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

- Role-play using both phone and radio systems. Special emphasis will be placed upon the communication between call taker and customer.
- Discuss and critique of specific incidents and situations.
- Problem-solving using activities involving difficult situations.
- Coordinate simultaneous conversations by both radio and telephone.
- Monitor and direct multiple units by radio and track status on all on duty responders.
- Apply policies and procedures to the handling of calls and complex situations
- Prioritize calls and determine response based on available resources

Human Relations

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

8

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

- Interpret complex written information into short, concise verbal broadcasts.
- Use radio transmissions and CAD to accurately track field unit status
- Transmit calls for service to field units utilizing appropriate terminology
- Control radio traffic while dispatching and receiving information
- Correctly document information provided by field units

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

- Role-play using both phone and radio systems. Special emphasis will be placed upon the communication between call taker and customer.
- Discuss and critique of specific incidents and situations.
- Problem-solving using activities involving difficult situations.
- Assign appropriate units to pending calls
- Coordinate simultaneous conversations by both radio and telephone.
- Monitor and direct multiple units by radio and track status on all on duty responders.
- Apply policies and procedures to the handling of calls and complex situations
- Prioritize calls and determine response based on available resources

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 – 4th 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

☒ Computation

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC124 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

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.

☒ Communication

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC124 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

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.

☒ Human Relations

Education:

Bachelor's Degree in one of the following fields of study: Communications,

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

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.

Certification:

Instructors in ETC124 must have recent (within five years) experience with a computer-aided dispatch (CAD) program; have completed on the job CAD training or DPSST CAD training and have a minimum of two years experience using a CAD program in a communication center.

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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 201	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	1	Course Title:	Law Enforcement Data System

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)

2

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

- Format inquiries using the LEDS Operating Manual.
- Format and code information based upon NCIC codes and abbreviations.
- Access a variety of computer test files, simulating warrants, missing person reports, stolen vehicles, guns, articles and more.
- Use Administrative Messages to contact law enforcement agencies both local and national.
- Receive state certification valid for up to two years.

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

- Develop a working knowledge of the layout, organization and function of the LEDS operating manual and the NCIC code manual.
- Apply the appropriate codes and abbreviations to access information
- Interpret coded information using various resource books.
- Enter correct formats and codes into data fields, utilizing keyboarding skills
- Sort and organize data to match to file records.
- Read and interpret computerized responses.

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
X <input 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 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>Certification: Instructors in ETC 201 must have current LEDS certification. At least one LEDS Instructor must be a designated LEDS Representative, approved by the Oregon State Police.</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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 202	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	2	Course Title:	Emergency Medical Dispatch: Overview

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)

6

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

- Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”.
- Use appropriate terminology in describing injuries and illnesses and explain various procedures in simple, clear terms.
- Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions.
- Use established EMD protocols in specific medical emergency situations.

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

- Obtain information, based upon scripted scenarios, which includes medications; identified by type, dosage and specific instructions.
- Determine chief complaint based upon information received regarding patient's current condition, blood pressure, pulse rate, temperature, level of consciousness and breathing.
- Relay patient vitals and update any changes to condition to medical responders and/or hospital staff.
- Determine past medical history, illnesses, chronic conditions and treatment.
- Calculate estimated response times and appropriate actions pre-arrival.

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.

- Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”.
- Apply questioning techniques for gaining control of the situation and calming those affected.
- Use appropriate terminology in describing injuries and illnesses and explain various procedures in simple, clear terms.
- Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions.
- Use established EMD protocols in specific medical emergency situations.

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

- Question callers to determine medical problem or condition.
- Determine appropriate pre-arrival instructions (PAI's) to be implemented.
- Relay step by step instructions following established protocols.
- Question callers about results of the actions after the completion of each set of instructions.
- Accurately, relay patient condition, status of treatment and any changes in situation, to responders.
- Provide responders with as complete a description of the situation as possible.

Human Relations

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

8

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

- Provide the first step in the “chain of patient care” during a medical emergency – determine the nature of the medical emergency or “chief complaint”.
- Apply questioning techniques for gaining control of the situation and calming those affected.
- Use appropriate terminology in describing injuries and illnesses and explain various procedures in simple, clear terms.
- Apply effective interrogation methods to obtain vital medical information and to assist citizens in taking medically sound actions.

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

- Maintain professionalism through tone and modulation of voice and projecting a calm demeanor, even when caller is hysterical or out of control.
- Calm caller and/or patient and reassure them that they can help and that you will guide them.
- Encourage caller or patient to follow instructions and to remain calm.
- Confirm with the caller that help is being sent.
- Practice in simulations dealing with a wide variety of medical emergencies.
- Reassure individuals performing First-Aid or CPR that they are helping and that they are doing a good job.
- Maintain the confidentiality of any medical or personal information regarding a patient.

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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 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>Certification: Instructors in ETC 202 must have a current First Aid/CPR card; have completed a state of Oregon Department of Public-Safety Standards & Training approved Emergency Medical Dispatch (EMD) course; or nationally recognized EMD course.</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 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>Certification: Instructors in ETC 202 must have a current First Aid/CPR card; have completed a state of Oregon Department of Public-Safety Standards & Training approved Emergency Medical Dispatch (EMD) course; or nationally recognized EMD course.</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>

X ☐ Human
Relations

Education:

Bachelor's Degree in one of the following fields of study: Communications, Psychology, Criminal Justice, or Emergency Management. Minimum qualification – Associate Degree.

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.

Certification:

Instructors in ETC 202 must have a current First Aid/CPR card; have completed a state of Oregon Department of Public-Safety Standards & Training approved Emergency Medical Dispatch (EMD) course; or nationally recognized EMD course.

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 TeleCommunicator/Emergency Management
Prefix and Course Number:	ETC 215	Submitter Phone and Email:	971 722-5424 cbruneau@pcc.edu
Credit	3	Course Title:	ES Capstone: Emergency Services Hiring Process

Details of Related Instruction guidelines for identifying related instruction
<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)	4
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<ul style="list-style-type: none"> Complete pre-employment hiring documents with a high degree of accuracy and provide all pertinent information. Create and update a portfolio of employment related documents, certificates, examples of work product and any experiential activities related to employment field. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Calculate years of service for prior jobs in order to complete resumes, applications, and background checks. Maintain documentation of activities involving observations and “ride alongs” with emergency services professionals, including date and time of each activity and a chronological log of activities and disposition of activity. Express job tasks in percentage of time required or averaged for specific tasks. Recording and relaying number/letter combinations, addresses, telephone numbers and other numeric identifiers used in computerized pre-employment screening tests. Create a comprehensive personal background history, including personal information, work experience, education, all prior residences and length of time, medical, military and financial records and information regarding personal relationships which contain specific dates, locations, timeframes and contact information. 		

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.
- Create and update a portfolio of employment related documents, certificates, examples of work product and any experiential activities related to employment field.

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

Students will:

- Professionally communicating with supervisors to set up sit along/ride along details.
- Create professional looking documents to provide to future employers.
- Work in small groups to practice interviewing skills.
- Participate in a mock interview with a panel of 3-4 industry professionals who will evaluate and provide constructive feedback. Interview will be video recorded so students may self-evaluate.
- Write reports on activities, which may be shared with perspective employers.
- Write sample cover letters, resumes, requests for recommendations or references, and acknowledgements (Thank You) letters for professional contacts.

Human Relations

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

8

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

- 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.

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

Students will:

- Present themselves in a professional manner during oral interviews (video recorded) by an interview panel and in one on one interviews.
- Participate in all phases of pre-employment screening for positions in the emergency telecommunications field.
- Professionally communicating with supervisors to set up sit along/ride along details.
- Create professional looking documents to provide to future employers.
- Work in small groups to practice interviewing skills.
- Participate in a mock interview with a panel of 3-4 industry professionals who will evaluate and provide constructive feedback. Interview will be video recorded so students may self-evaluate.

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 – 4th 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 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"/> 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 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>
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Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	EET	Submitter name phone and email	Sanda Williams/sanda.williams@pcc.edu/971-722-4527
Prefix and Course Number:	EET 179	Credits:	3
Course Title: (60 characters max)	Fuel Cell Systems	Transcript Title (30 characters max)	Fuel Cell Systems
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: 20 Lec/lab: 0 Lab: 30
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)			
Introduces fuel cell technologies used for distributed power generation. Covers technical aspects of fuel cell processing, fuel cell stacks, power electronics, balance of plant (BOP), tools for performance evaluation and troubleshooting, fuel cell codes and permitting, safety procedures, career outlook, and renewable versus alternative energy technologies. Includes laboratory projects as applications of theoretical concepts.			

Addendum to course description:

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

<input type="checkbox"/> WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
<input type="checkbox"/> EET 113	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" 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"> • Operate and service fuel cell systems • Assist engineers with the design of fuel cell systems • Integrate electrical, chemical, and mechanical aspects of fuel cell systems
Course activities and design: (from CCOG)	Course will include 6 hours per week of lecture/lab. Field trips may be included.
Outcomes assessment strategies: (from CCOG)	The instructor may use attendance, quizzes, homework, group or individual projects to assess the students' progress.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> - Review of Basic Electricity - Fuel Cell Processing (fuel reforming and gas composition measurements) - Fuel Cell Stack (types of membranes and stack technologies) - Power Electronics (converters and inverters) - Balance of Plant (water requirements and delivery, thermal management, fuel delivery, instrumentation and control, air delivery systems) - Performance Evaluation and Troubleshooting - Safety Procedures - Fuel Cell Codes and Permitting

	<ul style="list-style-type: none"> - Fuel Cell Career Outlook - Renewable Versus Alternative Energy - Other Distributed Generation Technologies
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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?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Renewable Energy Systems	# credit: 42
Name of degree(s):	EET: Renewable Energy Systems	# credit: 107
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 an elective in both the Renewable Energy Systems certificate and EET: Renewable Energy Systems 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 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.	NA
Are there similar courses	NA

existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: spring 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
Mike Farrell	mike.farrell@pcc.edu	04-25-2012
SAC Administrative Liaison (type name)	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	04-25-2012
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

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:	ESR	Submitter name Phone Email	Tom Robertson
Course Prefix and Number:	ESR 204	# Credits:	4
Course Title: (60 characters max)	Introduction to Environmental Restoration	Transcript Title (30 characters max)	Intro to Env Restoration
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: 30
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)	Develops an understanding of the techniques and practices of environmental restoration using hands-on practice in the field. Includes riparian restoration and restoration in wetlands and upland ecosystems topics.		

Addendum to Course Description:	
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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

☐ Placement into:

☐ Placement into:

course prefix & number: ESR 160 (OR) BI 143

x ☐

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)	<ul style="list-style-type: none"> • Use an understanding of ecosystem functioning and human effects upon ecosystems • Utilize field and laboratory methods/technologies to assess site conditions including soils, hydrology, and plant composition • Use concepts of environmental restoration to manage and restore an ecosystem that has been degraded, damaged or contaminated from human activity or natural agents
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Essay exams • Write-ups of field and laboratory experiences • Research paper on class environmental assessment • Oral presentation of lab results • Self-assessment of group dynamics
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Energy relationships and environmental systems • Biogeochemical cycles • Land, Soil, Watershed • Water Quality • Human Impacts • Field sampling • Measuring of environmental parameters --Lab and field skills

	<ul style="list-style-type: none"> • Computer Modeling • Data analysis
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • Read and process scientific papers • Write using the scientific format • Use basic math and statistics appropriately • Apply scientific method • Field and lab techniques and equipment • Perform water quality analysis • Use of taxonomic key • Equipment to analyze upland microclimates • Hydrologic data collection • Locating and accessing information • Think critically • Collaborate with peers -- Work effectively in groups • Present conclusions logically • Use spreadsheet for data analyses • Use of Global Positioning Systems (GPS)
Reason for the new course	This course will be an integral part of a new degree (Environmental Landscape Management Technology) being developed by the Landscape Technology department.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	OSU, Lane CC, PSU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input 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	No exact match—OSU has an Environmental Restoration class that is a 400 level (FOR/FW 445, Ecological Restoration, 4 credits)
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):	New degree-Environmental Landscape Technology AAS	# credits: 92
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	requirement	
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 will not be content overlap with other programs.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term 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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Tom Robertson	troberts@pcc.edu
SAC Administrative Liaison (type name)	Email
Erika Heider	eheider@mobile.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:	Chemistry	Submitter name Phone Email	Kenneth Friedrich X5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 151	# Credits:	5
Course Title: (60 characters max)	Preparatory Chemistry	Transcript Title (30 characters max)	Preparatory Chemistry
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: 30
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 the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Introduces basic chemical principles and computational problems found in General Chemistry with a concentration on developing both analytical and reasoning skills via problem solving. Prepares students wanting to take the CH 221-3 General Chemistry series that have no chemical background or have not taken a college or high school chemistry course in the last 3 years. Prerequisites: WR 115, RD 115 and MTH 95 or equivalent placement test scores. Audit available.		

Addendum to Course Description:	
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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: MTH 95 (instead of MTH 20)

☒ 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)

After completion of this course, students will

- Apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to future courses in chemistry and other sciences that depend upon these principles for successful comprehension.
- Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing.
- Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories.
- Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment.
- Develop chemical concepts, math skills and problem solving skills essential for successful completion of future studies in chemistry and other science courses.

Course activities and design:
(from CCOG)

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools: examinations, quizzes, homework assignments, laboratory write-ups, research papers, small group problem solving of questions arising from application of course concepts and concerns to actual experience, oral presentations, or maintenance of a personal lab manual.

At least two written lecture examinations, including the final examination, are scheduled during the term. Nonscheduled quizzes may occasionally be given at the discretion of the instructor. Written examinations include typical problems encountered in previous class work and laboratory. These examinations may also include challenge problems that ask students to apply concepts learned in class and lab in a new way in order to evaluate problem-solving ability and development of higher level thinking skills. Since this is a preparatory course, the student's competency in mathematical topics is important to successful completion of the course.

Outcomes assessment strategies:	Grades and competency will be determined according to student ability to demonstrate knowledge of specific chemistry topics and complete work by assigned deadlines; participate and complete reports of assigned laboratory experiments; and an evaluation of chemical topics assigned.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>A. INTRODUCTION TO CHEMISTRY</p> <ol style="list-style-type: none"> 1. History 2. Scientific Method 3. How to Study Chemistry <p>B. MEASUREMENTS</p> <ol style="list-style-type: none"> 1. Scientific Notation 2. Metric System 3. Uncertainty 4. Dimensional Analysis <p>C. CHEMISTRY CONCEPTS</p> <ol style="list-style-type: none"> 1. Classification of Matter 2. Density 3. Energy 4. Atomic Structure 5. Electromagnetic Spectrum 6. Periodic Table 7. Bonding 8. Symbols, Formulas, Equations 9. The Mole 10. Chemical Reactions <p>OPTIONAL</p> <p>D. CONTEMPORARY CHEMISTRY TOPICS SUCH AS:</p> <ol style="list-style-type: none"> 1. Environmental Chemistry 2. Ozone Depletion 3. Acid Rain 4. Pollution 5. Green House Effect 6. Recycling 7. Pharmaceutical Drugs 8. Blood Chemistry 9. Energy sources 10. Fossil fuel 11. Nuclear 12. Alternate forms of Energy 13. Nutritional
Reason for the new course	The current CH 100 course serves two populations of students: those who take the class for a Gen Ed. science class with a lab and those preparing to take the majors level general chemistry series CH 221-3. The Chemistry SAC would like to split these two populations into two different courses to better serve both populations of students. In addition to this new course Preparatory Chemistry class (CH 151), the CH 100 will be revised to serve the Gen Ed. population better. We would like to complete this in two steps: (1) develop this Prep class (CH 151) now for a Winter 2012, and (2) revise the CH 100 course for implementation in Fall 2013. From data we have collected from our

	CH 100 student population we envision one-quarter of our CH 100 courses becoming CH 151 courses.
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Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	All
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Unique to PCC. Oregon Universities do not provide a prep class for their majors chemistry (CH 221-3) even though many students need this before taking the General Chemistry series.
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.	
--	--

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

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

Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available WINTER 2013
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Kenneth Friedrich/Danijela Vukic	Kenneth.friedrich@pcc.edu
SAC Administrative Liaison	Email
Dieterich Steinmetz	dsteinme@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 box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Ken Friedrich
		Phone	5660
		Email	Kenneth.friedrich@pcc.edu
Current prefix and number	CH 102	Proposed prefix and number	
Current course title	Principles of Organic Chemistry	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces organic chemistry and biochemistry principles. Emphasizes organic and biochemistry required for application to dental hygiene programs. Includes general principles of organic chemistry; alcohols, aldehydes, ketones, carboxylic acid. Covers structure and function of classes of biomolecules; carbohydrates, lipids, proteins, and DNA. Prerequisites: WR 115, RD 115, and MTH	Introduces organic chemistry and biochemistry principles. Emphasizes organic and biochemistry required for application to dental hygiene programs. Includes general principles of organic chemistry; alcohols, aldehydes, ketones, carboxylic acid. Covers structure and function of classes of biomolecules; carbohydrates, lipids, proteins, and DNA. Prerequisites: WR 115, RD 115, and MTH 65 or equivalent placement test scores, and CH 100 or CH 104 or CH 151 or instructor approval. Audit available.

65 or equivalent placement test scores, and CH 100 or CH 104 or instructor approval. 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), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
A. apply qualitative and quantitative reasoning skills to solve problems in everyday life B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. C. collaborate effectively to critically analyze organic and biochemical concepts D. apply fundamental terminology necessary to relate organic principles to real-world applications. E. use an awareness of the scientific process and be able to approach problems using the scientific method F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.	

Reason for change

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: CH 100 or CH 104 or Instructor approval

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CH 100 or CH 104 or CH 151 or Instructor approval	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Winter 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	Email	Date
Ken Friedrich/Danijela Vukic	Kenneth.friedrich@pcc.edu	5/1/12
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Ken Friedrich
		Phone	5660
		Email	Kenneth.friedrich@pcc.edu
Current prefix and number	CH221	Proposed prefix and number	
Current course title	General Chemistry I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. This is the first course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Recommended: Successful completion of high school or a college chemistry class	Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. (If students have not successfully completed a high school or a college chemistry class with a lab component in the last 3 years they are encouraged to complete CH 151 before registering.) This is the first course in a three course sequence. Prerequisite: WR

with a lab component in the last 3 years. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111. Audit available.	115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111. Audit available.
Reason for change	Creation on new Preparatory Chemistry Course CH 151. This course is specifically designed to prepare students with little or no chemistry background to succeed in the CH 221-3 series.

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

Current learning outcomes	New learning outcomes
<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. 	

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

Kenneth Friedrich/Danijela Vukic	kenneth.friedrich@pcc.edu	05/01/2012
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Ken Friedrich
		Phone	5660
		Email	Kenneth.friedrich@pcc.edu
Current prefix and number	CH221H	Proposed prefix and number	
Current course title	General Chemistry I: Honors	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
An honors version of General Chemistry I. Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. This is the first course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Recommended: Successful completion of high school or a college chemistry class with a lab component in the last 3 years.	An honors version of General Chemistry I. Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. (If students have not successfully completed a high school or a college chemistry class with a lab component in the last 3 years they are encouraged to complete CH 151 before registering.) This is the first

Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111 AND 3.25 GPA.	course in a three course sequence. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111 AND 3.25 GPA.
Reason for change	Creation on new Preparatory Chemistry Course CH 151. This course is specifically designed to prepare students with little or no chemistry background to succeed in the CH 221-3 series.

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

Current learning outcomes	New learning outcomes
<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. <p>Honors Specific Outcomes</p> <ul style="list-style-type: none"> • use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest. • effectively communicate (verbally and written) 	

about sources of scientific information, including primary literature and topics from professional scientific presentations, discussing the bias, strengths and weaknesses of the information and the effect of the chemistry and chemical concepts on themselves and their environment. · Use sustainability ideas and tools to identify and assist green chemistry innovation.			
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(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	Email	Date
Kenneth Friedrich/Danijela Vukic	kenneth.friedrich@pcc.edu	05/24/2012
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	05/24/2012

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)
- 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	Health Information Management	Submitter name	Ann Wenning
		Phone	971-722-5075
		Email	awenning@pcc.edu
Current prefix and number	HIM 270	Proposed prefix and number	HIM 270
Current course title	ICD-10-CM Basic Coding	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	Outcome 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 classification of diseases and current reimbursement systems utilizing ICD-10-CM. Prerequisite: HIM 131. Audit available.	Covers classification of diseases and current reimbursement systems utilizing ICD-10-CM. Prerequisite: HIM 131. Audit available.

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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
1. Accurately assign ICD-10-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.) 2. Ensure compliance with coding updates. 3. Code according to licensure and accrediting rules. 4. Accurately code following coding convention and rules.	1. Accurately assign ICD-10-CM or ICD-9-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.) 2. Ensure compliance with coding updates. 3. Code according to licensure and accrediting rules. 4. Accurately code following coding convention and rules as they apply to ICD-10-CM and ICD-9-CM coding classification systems.
Reason for change	This course was revised last winter to reflect the transition from ICD-9 to ICD-10 coding classification systems. Since that time it has been learned that students will need to understand ICD-9 as well as ICD-10 if graduating in 2013 calendar year.

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.

☐ Yes
X ☐ No

Implementation term X ☐ 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
Ann Wenning	awenning@pcc.edu	05/11/12
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	Sociology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	SOC232	Proposed prefix and number	SOC232
Current course title	Death & Dying: Culture & Issues	Proposed title (60 characters max)	Death & Dying: Culture & Issues
# Credits	4	Proposed transcript title (30 characters max)	Death & Dying
Reason for title change	The transcript title had been abbreviated to Death & Dying: Cult & Issues. Students assumed they were getting a course on death cults. The change is a truth in advertising proposal!		

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 institution of death in the United States. Includes a broad multicultural, interdisciplinary approach, including sociological, psychological, historical, ethical, cultural, and religious approaches to death, dying, and	.

bereavement across the lifespan. Recommend: SOC 204, 205, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	
Reason for change	No 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
Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan · Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective, and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds. · Explore individual and family grief and bereavement issues through an understanding of theories, models of coping, spiritual, religious, and cultural beliefs, and end of life practices and institutions, including care facilities, burial practices, funeral homes, crematoriums, and cemeteries.	
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 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
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The course is required for the Gerontology AAS Degree, Gerontology Certificate, End of Life Care & Support Certificate, and the Activity Director Certificate. This change is coordinated with Gerontology
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
Heather Guevara	Heather.guevara@pcc.edu	12/14/12
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	12/14/12
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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	Gerontology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	GRN175	Proposed prefix and number	GRN175
Current course title	The Mature Mind	Proposed title (60 characters max)	The Aging Mind
# Credits	1	Proposed transcript title (30 characters max)	The Aging Mind
Reason for title change	Fits the content and course outcomes better.		

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 the convergence of gerontology and recent brain science. Presents novel and combinatorial interventions based on recent research on aging brains for today's older students and tomorrow's gerontologists and care providers, introducing them to the emerging array of	

sustainable approaches to engage, stimulate, and enhance older minds.	
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
Successful students will be able to: 1. Apply recent research on aging brains to enhance their own learning. 2. Translate, combine, and apply recent research on aging brains to engage, stimulate, and enhance older minds in their work in aging services, life enrichment, adult education, and care settings. 3. Stay current as new research on aging brains emerges.	
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 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
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
Jan Abushakrah	jabushak@pcc.edu	5/12/12
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	5/12/12
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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

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Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	GRN181	Proposed prefix and number	GRN181
Current course title	Exploring the Field of Aging	Proposed title (60 characters max)	Exploring the Field of Aging
# Credits	2	Proposed transcript title (30 characters max)	Exploring the Field of Aging
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 range of emerging professional opportunities in the field of aging, and guides students to explore and identify potential career pathways. Course work includes career and market research, coaching from course instructor, self-assessment, reflection, fieldwork,	Introduces the range of emerging professional opportunities in the field of aging, and guides students in exploring and prioritizing potential career pathways. Includes career and labor market research; assessment of passions, interests, experiences and transferable skills; informational interviews, site visits, and networking; career and educational/training goal

<p>informational interviews and other activities to identify potential internships, entry level positions, and educational and training opportunities fitting the student's goals and trends in the field. No pre-requisites.</p> <p>Addendum to Course Description: This course is required for the 1 year Certificate, the AAS Degree, and some Certificates of Completion in the Gerontology Program. Students entering the Program should take this course in the first or second term.</p>	<p>setting and planning. No Pre-requisites.</p> <p>Addendum to Course Description: Required for Gerontology AAS Degree and most Gerontology Career Pathways Certificates. Should be taken in first term in the Program. Includes access to the Gerontology Homeroom in Desire2Learn, through which students will track their progress and create their ePortfolios for professional and learning outcomes assessment purposes.</p>
Reason for change	Updated to reflect actual course content and process. Addendum updated to reflect incorporation of the Gerontology Homeroom and ePortfolios, as well as elimination of the 1 year Certificate.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>1. Conduct career and market research in the field of aging to develop and adapt identified career goals</p> <p>2. Develop a strategic plan of academic and work-based learning and resource management</p>	<p>1. Conduct labor market and career option research in the field of aging to develop and prioritize desired career pathways.</p> <p>2. Develop SMART career and educational/training goals, objectives, and plans.</p> <p>3. Create a reflective and professional ePortfolio to track and adapt their career and educational/training goals.</p>
Reason for change	The new outcomes accurately convey the knowledge and skills students acquire in the course that will be used to manage their careers throughout their life.

<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
<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:	<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
Jan Abushakrah	jabushak@pcc.edu	5/16/2012
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	5/16/2012
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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

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Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	GRN280A	Proposed prefix and number	GRN280A
Current course title	CE: Gerontology Internship	Proposed title (60 characters max)	CE: Gerontology Internship
# Credits	1 to 3	Proposed transcript title (30 characters max)	CE: Gerontology Internship
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)
Students engage in intentional internships to gain practical experience, skill development and professional direction in achieving their career goals, working under supervision in an approved worksite. Prerequisite: Instructor approval.	Develops practical experience, skill development and professional direction in achieving their career goals, working under supervision in an approved worksite through an intentional internship. Prerequisite: Submission of Training Agreement and Learning Objectives Forms, signed by the student and

Addendum to the Course Description: Internships are required for all Gerontology Certificates and the AAS Degree. In some circumstances and with Program approval, up to 3 credits can be waived for prior work experience in the field. The Program assists students in identifying appropriate internship sites and completing training agreements.	worksite supervisor to Gerontology office. Cooperative Education office requests registration. Addendum to the Course Description: A specific number of internship credits are required for the Gerontology AAS Degree and all Certificates. With submission of a waiver request for prior, related work experience, the Program may approve the waiver of up to 3 credits. The Program assists students in identifying appropriate internship sites and completing training agreements and learning objectives.
Reason for change	New description reflects updated procedures on registration for internship credits and the waiver option.

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
1. Advance their skill development and professional direction by identifying their learning outcomes, and negotiating and implementing a work plan under appropriate supervision 2. Through reflection, self-assessment, and supervisory assessment of their work, advanced and adapt their identified career pathway 3. Incorporate life-long, work-based learning and assessment strategies throughout their professional career.	1. Continue developing professional skills and direction by identifying their learning outcomes, and negotiating and implementing a plan for achieving those outcomes in an intentional worksite under appropriate supervision. 2. Engage in reflection, self-assessment, and utilizing supervisory assessment of their work to advance and adapt their identified career pathway. 3. Incorporate life-long, work-based learning and assessment strategies throughout their professional career.
Reason for change	New outcomes better reflect what students will be able to do “out there.”

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

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"/> Prerequisite: Submission of Training Agreement and Learning Objectives Forms, signed by the student and worksite supervisor to Gerontology office. Cooperative Education office requests registration.			
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
Jan Abushakrah	jabushak@pcc.edu	5/16/12
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	5/16/12
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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

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Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	GRN280B	Proposed prefix and number	GRN280B
Current course title	Gerontology Internship Seminar	Proposed title (60 characters max)	Gerontology Internship Seminar
# Credits	1	Proposed transcript title (30 characters max)	Gerontology Internship Seminar
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)
Students prepare for intentional internships appropriate to their career pathway, identify and negotiate worksite placements, and acquire skills essential for successful internships. Course focuses on work-based learning outcomes, working under	Develops the essential skills for successful internship. Focuses on work-based learning outcomes, working under supervision, effective communication and teamwork in organizations, professional networking, stress and conflict management, professional ethics, boundary setting, and burnout prevention.

supervision, effective communication and teamwork in organizations, stress and conflict management, professional ethics, boundary setting, and burnout prevention. Prerequisite: CG 181. Addendum to Course Description: Gerontology majors should register for GRN281 during the first term they enroll in GRN280.	Prerequisite: GRN181. Addendum to Course Description: Students should take GRN280B the term before or the first term they enroll in GRN280A.
Reason for change	Reflect current course content, and correct mistakes.

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
1. Identify and negotiate effective intentional internships to advance their career pathway 2. Work effectively under supervision and in organizations to advance organizational and team goals and to achieve personal and professional learning outcomes 3. Build a professional portfolio and utilize networks and resources supporting their career pathway	1. Identify and negotiate work or internship opportunities to advance their career pathway 2. Work effectively under supervision and in organizations to advance organizational and team goals and to achieve personal and professional learning outcomes 3. Build a professional portfolio and utilize networks and resources to support their career goals
Reason for change	Clarify outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent 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: CG181	<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: GRN181	<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
Jan Abushakrah	jabushak@pcc.edu	5/16/12
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	5/16/12
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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

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Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	GRN282	Proposed prefix and number	GRN282
Current course title	Gerontology Professional Seminar	Proposed title (60 characters max)	Gerontology Professional Seminar
# Credits	2 credits (change)	Proposed transcript title (30 characters max)	Gerontology Prof Seminar
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)
Seminar provides gerontology students close to graduation the opportunity to participate in a supportive seminar environment with other gerontology students, prepare and get feedback on portfolios and resumes appropriate to the student's career goals in the field, receive guidance from a gerontology specialist, and participate in other activities to prepare for entry into or path change	Provides job tools and learning outcomes assessment opportunities for students completing the Gerontology Degree and any Certificates. Focuses on reviewing and modifying career and educational/training goals; reassessing the occupational outlook and labor market; building a professional network; formulating mission and vision statements and other branding tools; developing master portfolios and resumes, job specific resumes,

within the field. Prerequisite: GRN 181 or CG 181. Audit available.	websites, brochures, cards, and other job tools; preparing for behavioral job interviews; and creating Degree and Certificate presentations in ePortfolios that assess learning outcomes and position students for employment and continued education. Pre-requisite: GRN280B Addendum to Course Description: Required for the Gerontology AAS Degree and all Gerontology Certificates. Should be taken in final term or close to the end of the student's Gerontology coursework. Gerontology Homeroom in D2L and Job Skills Workshops available to students completing the Degree or additional Certificates after taking GRN282.
Reason for change	Changes reflect the current focus of the course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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"> • Develop and implement a personal plan in a viable professional path in the field of aging, in coordination with intentional internships. • Work with colleagues, mentors, and community partners to enter or change paths within the field. • Explore ongoing educational training options and other resources to support professional development. 	<ol style="list-style-type: none"> 1. Develop professional plans to meet evolving career and educational/training goals, based on experience, interests, and trends in the field. 2. Build a professional network, portfolio, and a range of appropriate tools for advancing career opportunities. 3. Utilize learning outcomes assessment practices to guide ongoing professional development.
Reason for change	New outcomes are a better fit to the new content and focus of 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

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

<input type="checkbox"/> Placement into: .			
prefix & number: CG181 or GRN181	<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: GRN280B	<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
Jan Abushakrah	jabushak@pcc.edu	5/16/2012
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	5/16/2012
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

Contact and/or Credit Hour Change

Section #1 General Information

Department	Gerontology	Submitter name, phone, and email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Course prefix and number	GRN282	Course title	Gerontology Professional 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 hours	Lecture	20 hours
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	10 hours	Total contact hours/term	20 hours
Total credits	1 credit	Total credits	2 credits
Reason for change:	Adding ePortfolio learning outcomes reflections, presentations, and assessments to the professional tools and skills currently in the course.		

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	GRN282 is required only for the Gerontology AAS Degree and all 7 Gerontology Certificates.
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

File: GRN282contacthrchange

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name	Sarah Bentley
		Phone	x8023
		Email	sarah.bentley@pcc.edu
Current prefix and number	SPA 272A	Proposed prefix and number	SPA 272A
Current course title	Readings in Spanish Literature (Spain)	Proposed title (60 characters max)	Readings in Spanish Literature (Spain)
Reason for title change	(no change)	Proposed transcript title (30 characters max)	Readings in Spanish Literature
# credits	3		

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

Current Description	Proposed Description
Reading and discussion of Spanish people and culture through essays, poetry, short story, novels and/or theater. Focuses on peninsular literature, period and genre subtitled in the schedule. Conducted in Spanish. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Reading and discussion of Spanish people and culture through essays, poetry, short story, novels and/or theater. Focuses on peninsular literature, period and genre subtitled in the schedule. Conducted in Spanish or English (subtitled in the schedule). Prerequisites: WR 115, RD 115, and MTH 20, or equivalent placement test scores.

<p>Addendum to Course Description: SPA 272 focuses on any combination of essays, novels, short stories, poetry and theater from Spain. The course is designed to provide intermediate and advanced students of Spanish with the opportunity to study literature and to practice and improve skills in listening, speaking, reading, writing and vocabulary usage, as well as to further understanding and appreciation of Spanish culture. The course is offered for three credit hours and fulfills the distribution requirements for the AA degree, the diversity requirement, and the general education requirement for other associate degrees.</p>	
<p>Reason for change</p>	<p>1. We will no longer be conducting this course exclusively in Spanish, but in English, to make it accessible to a much broader group of students.</p>

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

Current learning outcomes	New learning outcomes
Students will improve skills in reading, analysis, and discussion of Spanish-language texts. Improvement in speaking and writing skills as well as increased understanding of cultural issues are goals in this course as well.	<ol style="list-style-type: none"> 1. Analyze, through writing and discussion, diverse literature by Spaniards and/or about Spain. 2. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 3. Identify distinct literary voices 4. Identify specific cultural norms, perspectives, and forms of expression in literary works by Spaniards and/or about Spain. 5. Examine one’s own cultural filters in reference to cultural practices and perspectives presented in the literature

Reason for change	The old outcomes emphasized improving students’ Spanish proficiency. As the course may be taught in English, this is no longer relevant.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
X 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			
X 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 X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the	

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input 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	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	