CURRICULUM/GEN ED COMMITTEE a standing committee of the Education Advisory Committee Agenda May 1, 2013 Sylvania CC, Conference Rm B

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

Experimental Courses:

ART 299N – STEAM Build-a-Bot ART 199R – Re-Imaging Photography

Course Inactivation:

None

Available Grading Option:

None

Old Business:

521. CS 160 – Exploring Computer Science Course Revision – Des

522. CS 161 – Computer Science Course Revision – Des

New Business:

524. ALC 60A – Math 20 Review – 0 credits Course Revision – Number

525. ALC 61A – Math 20 Review – 1 credits Course Revision – Number

526. ALC 62A – Math 20 Review – 2 credits Course Revision – Number

527. ALC 63A – Math 20 Review – 3 credits Course Revision – Number

528. ALC 60B – Math 60 Review – 0 credits Course Revision – Number

529. ALC 61B – Math 60 Review – 1 credit Course Revision – Number

530. ALC 62B – Math 60 Review – 2 credits Course Revision – Number

531. ALC 63B – Math 60 Review – 3 credits Course Revision – Number

532. ALC 60C – Math 60 Review – 0 credits Course Revision – Number

533. ALC 61C – Math 65 Review – 1 credits Course Revision – Number

534. ALC 62C – Math 65 Review – 2 credits Course Revision – Number

535. ALC 63C – Math 65 Review – 3 credits Course Revision – Number

536. ALC 95A – Math 95 Review – 0 credits New

537. ALC 95B – Math 95 Review – 1 credit New

538. ALC 95C - Math 95 Review - 2 credits New

539. ALC 95D – MTH 95 Review – 3 credits New

540. MM 236 – Deliver Digit Video/Audio File Course Revision – Title

541. D 209 – Dance Performance Course Revision – Requisites

542. D 210 – Dance Performance Course Revision – Requisites

543. D 211 – Dance Performance Course Revision – Requisites

544. D 251 – Dance Appreciation Course Revision – Out

545. ECE 134 – Practicum II Course Revision – Des, Req

546. ECE 135 – Practicum 3 Course Revision – Des, Req

547. ECE 265 – Practicum 5 Course Revision – Des, Req

548. CIS 287X – Microsoft Exchange Management New Course

549. PE 184N – Physical Activity for Weight Control II New Course

550. FT 180 – Fitness Technology Internship Preparation New Course

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

552. ED 111 – Selection of Library Materials Course Revision – Title, Des, Out, Req

553. ED 113 – Introduction to Library and Information Services New Course

554. ED 114 – Reference Materials Course Revision – Title, Des, Out, Req

555. ED 118 – Customer Service & Communication in Libraries New Course

556. ED 119 – Library Access Services New Course

557. ED 122 – Library Technical Services New Course

558. ED 134 – Library Technology I New Course

559. ED 136 – Computers in Education Course Revision – Title, Des, Out, Req

560. ED 138 – Library Cataloging & Classification New Course

561. ED 209 – Practicum I Course Revision – Title, Des, Out, Req 562. ED 210 – Practicum II Course Revision – Title, Des, Out, Req

563. ED 211 – Practicum III Course Revision – Title, Des, Out, Req

564. ED 230 – Preservation of Library Materials

New Course

565. ED 232 – Library Outreach to Diverse Communities

New Course

566. ED 235 - Library Technology II

New Course

567. ED 238 – Library Supervision & Management

New Course

568. ED 265 - Library Capstone Portfolio

New Course

<u>Courseleaf Presentation – Anne Haberkern</u>

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this doc number
☐ course number	Send comple curriculur
☐ title	camediai
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 <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information		
Department	Computer Science	Submitter name Phone Email	Walter Morales x7604
Current prefix and number	CS160	Proposed prefix and number	No change
Current course title	Exploring Computer Science	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title (30 characters max)	No change
Reason for title change	No change		

THE GOO ATO THO GOOD ATTACH CLASSICAL THOUGHT TO THE GOOD THOU		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(include requisites)	
Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem- solving strategies, ethics, and theory of computation. Explores career options and	Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problemsolving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended:	

developmer Computer L	dimentary software nt skills. Recommended: iteracy (such as completion of lacement at MTH 65 and RD available.	Computer Literacy (such as completion of CIS 120); placement at MTH 65 and RD 115. Audit available.
Reason for change	Just removal of words placemer	at at

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.			
Cu	rrent learning outcomes	New learning outcomes	
(requi	red information for all course revisions)		
should be a to: Identify ca science and from related Develop a and design Use a var strategies, computer h Use an ur computatio when ident Apply ethi privacy, pro to work in t Analyze d techniques records and	areer opportunities in computer d distinguish computer science d disciplines. and analyze simple algorithms, code, and test a program. iety of problem-solving and be aware of the operation of ardware. Inderstanding of the underlying nal limitations of computers ifying solutions. Inderstanding of issues of offessional integrity, and service	On completion of this course the student should be able to: · Identify career opportunities in computer science and distinguish computer science from related disciplines. · Develop and analyze simple algorithms, and design, code, and test a program. · Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. · Use an understanding of the underlying computational limitations of computers when identifying solutions. · Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. · Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data	
Reason for change	There were no changes, I was to	ld that I had to include this field	

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	
	sites, corequisites and conc			
If you are NOT changing prerequ				
Standard prerequisites - WR 115, RD 1	15 and MTH 20 or equivalen	t placement test s	scores	
Placement into: .			T	
prefix & number:	☐ Prerequisite	☐ Corequisite	pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
Is this course used for related instruction? the inventory of related instruction template	•	wing		
communication, computation and/or human requires you to submit a related instruction	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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and			
guidance.				
IMPACT ON OTHER DEPARTMENTS AN that may impact other departments or cathis course for their program or as a pre	ampuses, such as academ	ic programs that		
Please provide details, who was contacted and the resolution.				
☐ Yes ⊠ No				
Implementation Next available term after approval				
term 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	
Walter Morales	wmorales@pcc.edu	3/5/13		
SAC Administrative Liaison (type name) Email Date				
Charmagne Ehrenhaus charmagne.ehrenhaus@pcc.edu 3/5/13				
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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 an number Send completed form electronically to curriculum@pcc.edu
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Section #1 G	Section #1 General Information			
Department	Computer Science	Submitter name Phone	Walter Morales x7604	
		Email		
Current prefix and number	CS161	Proposed prefix and number	No change	
Current course title	Computer Science I	Proposed title (60 characters max)	No Change	
# Credits	4	Proposed transcript title (30 characters max)	No Change	
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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Introduces the concepts of computer Introduces the concepts of computer science. Explores science. Explores problem solving, problem solving, algorithm and program design, data algorithm and program design, data types, types, loops, control structures, subprograms, and loops, control structures, subprograms, and arrays. Introduces writing programs in a high level arrays. Introduces writing programs in a programming language. Surveys current social and ethical aspects of computer science. Recommended: high level programming language. Surveys

current social and ethical aspects of
computer science. Recommended: MTH
111B or MTH 111C, WR 121, and CS 160.
Audit available.

MTH 111B or MTH 111C, MTH 111, WR 121, and CS 160. Audit available.

Reason for change

MTH 111B or MTH 111C no longer exist, so we are adjusting the description.

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

guidance on writing good	d outcomes.	
Current learning	g outcomes	New learning outcomes
(required informatio revision		
On completion of this conshould be able to: § Follow the software de (requirements analysis, or implementation, and test development of small programs. § Use an understanding differences in user popul software design requirements design effective software practices and good software good software good software good software good software practices and good softwar	velopment process design, e) in the of cultural lations and global ments in order to e. engineering vare design, always eering Code of Association for ACM). user interfaces for esign systems with maximal efficient and translate to tures in an e. e development compilers, editors,	On completion of this course students should be able to: § Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. § Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. § Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). § Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. § Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. § Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.
Reason for change	o change, I was told	that I needed to fill out this field.

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				
Placement into: .				
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con		
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con		
Proposed prerequisi If you are NOT changing prerequis	ites, corequisites and cond sites or co-requisites DO N			
Standard prerequisites - WR 115, RD 115				
Placement into:	·			
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con		
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con		
	<u> </u>			
Is this course used for related instruction? P the inventory of related instruction templates		wing 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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?				
Please provide details, who was contacted and the resolution.				
☐ Yes ☑ No				
Implementation term Next available term after approval Specify term (if AFTER the next available term)				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name) Email Date				
Walter Morales <u>wmorales@pcc.edu</u> 3/5/13				
SAC Administrative Liaison (type name)	Fmail	Date		

Charmagne ehrenhaus	charmagne.ehrenhaus@pcc.edu	3/5/13
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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the number
 □ course number □ title □ description (include requisites) □ outcomes 	Send completed form elect curriculum@pcc.edu
prerequisites and co-requisites Grade option change	

course prefix and

tronically to

Section #1 G	Section #1 General Information			
Department	Math	Submitter name	Carl Yao, 503-206-9729,	
		Phone Email	xiaolong.yao@pcc.edu	
Current prefix and number	ALC 60A	Proposed prefix and number	ALC 20A	
Current course title	Math 20 Review – 0 credits	Proposed title (60 characters max)	Math 20 Review – 0 credits	
# Credits	0	Proposed transcript title (30 characters max)	Math 20 Review	
Reason for title change				

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Provides a review of individually chosen topics in Basic Math (Math 20). Completion of this course does not meet prerequisite requirements for other math courses.	no change

Reason for change						
	<u> </u>					
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citiz	en or lifelong lear	ners),	One to six	outcomes
Cui	rrent learning outcomes		New lear	ning ou	tcomes	
(require	ed information for all course revisions)					
Upon succe students wil	ssful completion of this course I be able to:	no char	nge			
basi	atively and confidently apply c mathematical problem solving egies.					
• Be p	repared for future course work.					
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	If you are NOT changing prerequisites or co-requisites DO NOTHING in this area				ea	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into: .						
prefix & nun	nber:		☐ Prerequisite	Со	requisite	pre/con
prefix & nun	nber:		Prerequisite	Со	requisite	☐ pre/con
	Proposed prerequisit	es, core	quisites and conc	urrent		
	you are NOT changing prerequisi					
	d prerequisites - WR 115, RD 115	and M I I	1 20 or equivalen	t placer	nent test s	cores
☐ Placeme	ent into: .	,				
prefix & nun	nber:		☐ Prerequisite	☐ Co	requisite	☐ pre/con
prefix & number:			☐ pre/con			
Is this course used for related instruction? Please confirm this by reviewing yes						
the inventory of <u>related instruction templates</u> .						
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide det	tails, who was contacted and	d the resolution.	
☐ Yes ⊠ No			
Implementation term	Mext 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 Ch	SAC Chair (type name) Email Date		
Carly Vollet, Peter Haberman (Math SAC co-			Feb. 15, 2013

SAC Chair (type name) Email Date

Carly Vollet, Peter Haberman (Math SAC cochair) carly.vollet@pcc.edu

SAC Administrative Liaison (type name) Email Date

Alyson Lighthart alyson.lighthart@pcc.edu

Email Date

Feb. 15, 2013

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Course Revision

Check all that apply- double click on the check box which opens the task window Send of the check box which opens the task window Send of the check box which opens the task window	this document as the course prefix and imber completed form electronically to irriculum@pcc.edu
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Section #1 G	Section #1 General Information				
Department	Math	Submitter name	Carl Yao, 503-206-9729,		
		Phone	xiaolong.yao@pcc.edu		
		Email			
Current prefix and number	ALC 61A	Proposed prefix and number	ALC 20B		
Current course title	Math 20 Review – 1 credits	Proposed title (60 characters max)	Math 20 Review – 1 credits		
# Credits	1	Proposed transcript title (30 characters max)	Math 20 Review		
Reason for title change	ŭ ŭ				

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)

Provides a review of individually chosen topics in Basic Math (Math 20). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.

Reason for change					
worker, fam are recomm	OUTCOMES: Describe what the sily member, community citizen, glanded See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
Cui	rrent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)				
•	essful completion of this course	no cha	ange		
com	ose and perform accurate basic putations in a variety of ations with and without a				
• calc	ulator.				
basi	atively and confidently apply c mathematical problem solving regies.				
• Be p	repared for future course work.				
Reason for change	for				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
Standard	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				cores
☐ Placement into: .					
prefix & nun	orefix & number:				pre/con
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
	d prerequisites - WR 115, RD 115		·		
Placement into: .					
prefix & nun	nber:		Prerequisite	☐ Corequisite	pre/con
prefix & nun	nber:		Prerequisite	Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.			
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND O that may impact other departments or camp this course for their program or as a prerect	puses, such as academic prog	rams that require	
Please provide details, who was contacted and	d the resolution.		
☐ Yes ☑ No			
Implementation			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			
·			
Section # 2 Department Review			
This proposal has been reviewed at the SAC le	evel and approved for submissio	n	
SAC Chair (type name)	Email	Date	
Carly Vollet, Peter Haberman (Math SAC co- chair)			
SAC Administrative Liaison (type name)	Email	Date	
Alyson Lighthart <u>alyson.lighthart@pcc.edu</u> Feb. 15, 2013			
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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the number
	Send completed form elect curriculum@pcc.edu
description (include requisites)	
☐ outcomes	
prerequisites and co-requisites	
Grade option change	

course prefix and

tronically to

Section #1 G	Section #1 General Information			
Department	Math	Submitter name	Carl Yao, 503-206-9729,	
		Phone Email	xiaolong.yao@pcc.edu	
Current prefix and number	ALC 62A	Proposed prefix and number	ALC 20C	
Current course title	Math 20 Review – 2 credits	Proposed title (60 characters max)	Math 20 Review – 2 credits	
# Credits	2	Proposed transcript title (30 characters max)	Math 20 Review	
Reason for title change				

not doe the words: course and or stadent: mordae recommendations in the decomption.		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(include requisites)	
Provides a review of individually chosen topics in Basic Math (Math 20). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.	no change	

Reason for change					
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi:	zen or lifelong lear	ners), One to six	outcomes
Cur	rent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)				
Upon succe students wil	ssful completion of this course I be able to:	no cha	nge		
com _l situa	ose and perform accurate basic putations in a variety of tions with and without a ulator.				
Solve problems at home or in an academic or work environment by creating a basic mathematical expression or equation that represents the situation and find the solution to the problem using correct basic mathematical steps.					
basio strat	atively and confidently apply mathematical problem solving egies.				
Reason	repared for future course work.				
for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	nt into: .	Т			
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & nun	nber:		Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisit	tes, core	equisites and conc	urrent	
lf	you are NOT changing prerequisi	ites or c	o-requisites DO N	OTHING in this ar	ea

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				cores	
Placement into: .					
prefix & number:			Со	requisite	pre/con
prefix & number:		Prerequisite	Со	requisite	pre/con
			·		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> 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					
plementation Next available term after approval Specify term (if AFTER the next available term)					
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 Paylow					
Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date					
Carly Vollet, Peter Haberman (Math SAC co-chair)		erma@pcc.edu; .vollet@pcc.edu		Feb. 15,	2013
SAC Administrative Liaison (type name)		Email			Date
Alyson Lighthart <u>alyson.lighthart@pcc.edu</u> Feb. 15, 2013				2013	
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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document a number
□ course number	Send completed form curriculum@pcc.
☐ title	<u>carricalarrespect.</u>
description (include requisites)	
☐ outcomes	
prerequisites and co-requisites	
Grade option change	

as the course prefix and

n electronically to <u>edu</u>

Section #1 G	Section #1 General Information			
Department	Math	Submitter name Phone Email	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu	
Current prefix and number	ALC 63A	Proposed prefix and number	ALC 20D	
Current course title	Math 20 Review – 3 credits	Proposed title (60 characters max)	Math 20 Review – 3 credits	
# Credits	3	Proposed transcript title (30 characters max)	Math 20 Review	
Reason for title change	Make the title match what's being taught in the class			

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides a review of individually chosen topics in Basic Math (Math 20). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.	no change

Reason for change			
worker, family member, community citizen, gare recommended. See the course outcomes guidance on writing good outcomes.	e student will be able to do "out there" (in their life roles as alobal citizen or lifelong learners). One to six outcomes as guidelines on the curriculum webpage for more		
Current learning outcomes	New learning outcomes		
(required information for all course revisions)			
Upon successful completion of this course students will be able to: • Choose and perform accurate basic	no change		
computations in a variety of situations with and without a calculator.			
 Solve problems at home or in an academic or work environment by creating a basic mathematical expression or equation that represents the situation and find the solution to the problem using correct basic mathematical steps. 			
Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.			
 Creatively and confidently apply basic mathematical problem solving strategies. 			
Be prepared for future course work.			
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the			
Prerequisite Opt out form.			
•	es, corequisites and concurrent		
	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		
Discoment into			
Placement into: .			

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prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
If you ar	Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area				
	quisites - WR 115, RD 115 a				
☐ Placement into	: .				
prefix & number:				pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
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	d for related instruction? Ple lated instruction templates.	ase confirm this by revie	wing		
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide de	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation	Next available term	• •			
term 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					
			he course. See t	he timeline	
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for approval for de	tails. www.pcc.edu/curriculu	um		he timeline	
Section # 2 Depar This proposal has	tails. www.pcc.edu/curriculutment Review	um	bmission	he timeline Date	
Section # 2 Depar This proposal has	tails. www.pcc.edu/curriculutment Review been reviewed at the SAC le	um evel and approved for su	bmission	Date	
Section # 2 Depar This proposal has SAC Ch Carly Vollet, Peter chair)	tails. www.pcc.edu/curriculutment Review been reviewed at the SAC lenair (type name)	evel and approved for sul Email phaberma@pcc.edu;	bmission [Feb. 15,	Date	
Section # 2 Depar This proposal has SAC Ch Carly Vollet, Peter chair)	tails. www.pcc.edu/curriculus tment Review been reviewed at the SAC lenair (type name) Haberman (Math SAC co-	evel and approved for sul Email phaberma@pcc.edu; carly.vollet@pcc.edu	bmission [Feb. 15,	Date 2013 Date	

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
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Section #1 G	Section #1 General Information			
Department	Math	Submitter name Phone Email	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu	
Current prefix and number	ALC 60B	Proposed prefix and number	ALC 60A	
Current course title	Math 60 Review – 0 credits	Proposed title (60 characters max)	Math 60 Review – 0 credits	
# Credits	0	Proposed transcript title (30 characters max)	Math 60 Review	
Reason for title change	Make the title match what's being taught in the class			

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)

Provides a review of individually chosen topics in Introductory Algebra-1st Term

(Math 60). Completion of this course does not meet prerequisite requirements for other math courses.

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 New learning outcomes		
(requir	(required information for all course revisions)		
	Jpon successful completion of this course no change students will be able to:		
begi	Creatively and confidently apply beginning algebraic problem solving strategies.		
• Be p	prepared for future course work.		
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
		es, corequisites and concurrent	
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			
☐ Placeme	ent into: .		
prefix & nur	mber:	☐ Prerequisite ☐ Corequisite ☐ pre/con	
prefix & nur	mber:	☐ 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			
☐ Placeme	ent into: .		
prefix & nur	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con	
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la thic	an use of far related the tweether C. D.	Na a a confirma this humaniania	
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.			
If ves. 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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide det	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation 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 Ch	SAC Chair (type name) Email Date				
Carly Vollet, Peter Haberman (Math SAC co-			Feb. 15, 2013		

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

SAC Administrative Liaison (type name)

Alyson Lighthart

Email

alyson.lighthart@pcc.edu

Date

Feb. 15, 2013

Course Revision

Check all that apply- double click on the check box which opens the task window Send	this document as the course prefix and umber completed form electronically to urriculum@pcc.edu
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Section #1 General Information				
Department	Math	Submitter name	Carl Yao, 503-206-9729,	
		Phone	xiaolong.yao@pcc.edu	
		Email		
Current prefix and number	ALC 61B	Proposed prefix and number	ALC 60B	
Current course title	Math 60 Review – 1 credits	Proposed title (60 characters max)	Math 60 Review – 1 credits	
# Credits	1	Proposed transcript title (30 characters max)	Math 60 Review	
Reason for title change	Make the title match what's being taught in the class			

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)

Provides a review of individually chosen topics in Introductory Algebra-1st Term

(Math 60). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.

Reason for change					
worker, fam are recomm	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.				
Cu	rrent learning outcomes		New lear	ning outcomes	
(requir	ed information for all course revisions)				
	essful completion of this course Il be able to:	no cha	ange		
Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.					
begi	atively and confidently apply Inning algebraic problem solving tegies.				
 Be p 	prepared for future course work.				
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
Standard	d prerequisites - WR 115, RD 115	and M1	TH 20 or equivalen	t placement test s	cores
☐ Placement into: .					
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
If	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 & nur	mber:		Prerequisite	☐ Corequisite	pre/con
prefix & nur	mber:		Prerequisite	Corequisite	pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
that may impact of	other departments or camp	CAMPUSES – are there change puses, such as academic prog quisite for courses or programs	rams that require	
Please provide det	tails, who was contacted and	d the resolution.		
Yes				
⊠ No				
Implementation	Next available term after approval			
term	☐ Specify term (if AFT)	ER 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			Date	
Carly Vollet, Peter chair)	Haberman (Math SAC co-	phaberma@pcc.edu; carly.vollet@pcc.edu	Feb. 15, 2013	
SAC Administrative Liaison (type name)		Email	Date	
Alyson Lighthart		alyson.lighthart@pcc.edu	Feb. 15, 2013	
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Course Revision

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tronically to

Section #1 General Information			
Department	Math	Submitter name Phone Email	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu
Current prefix and number	ALC 62B	Proposed prefix and number	ALC 60C
Current course title	Math 60 Review – 2 credits	Proposed title (60 characters max)	Math 60 Review – 2 credits
# Credits	2	Proposed transcript title (30 characters max)	Math 60 Review
Reason for title change	Make the title match what's being taught in the class		

not use the words. course and/or stadent: morade recommendations in the description.			
Current Description	Proposed Description		
(required information for all course	(include requisites)		
revisions. Include requisites)			
Provides a review of individually chosen topics in Introductory Algebra-1st Term (Math 60). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.	no change		

Reason for change			
worker, fam are recomm	ily member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes siguidelines on the curriculum webpage for more	
Cur	rent learning outcomes	New learning outcomes	
(require	ed information for all course revisions)		
Upon succe students wil	ssful completion of this course I be able to:	no change	
begii a vai	ose and perform accurate nning algebraic computations in riety of situations with and out a calculator.		
Solve problems at home or in an academic or work environment by creating a beginning algebraic expression or equation that represents the situation and find the solution to the problem using correct beginning algebraic steps.			
 Creatively and confidently apply beginning algebraic problem solving strategies. 			
	repared for future course work.		
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 (
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		ites or co-requisites DO NOTHING in this area	
	d prerequisites - WR 115, RD 115	and MTH 20 or equivalent placement test scores	
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		tes, 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				cores	
Placement into: .					
prefix & number:		Prerequisite	Со	requisite	pre/con
prefix & number:		Prerequisite	Со	requisite	pre/con
			·		
Is this course used for related instruction? Plethe inventory of related instruction templates.	ease co	onfirm this by review	wing	☐ ye:	5
communication, computation and/or human re requires you to submit a related instruction in	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				. Then this submit this
IMPACT ON OTHER DEPARTMENTS AND (that may impact other departments or cam this course for their program or as a prerec	puses	, such as academ	ic prog	rams that	
Please provide details, who was contacted and	d the re	esolution.			
☐ Yes ☑ No					
ta ins	Next available term after approval				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline					
for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Povious					
Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date					
Carly Vollet, Peter Haberman (Math SAC co-chair) phaberma@pcc.edu; carly.vollet@pcc.edu Feb. 15, 2013			2013		
SAC Administrative Liaison (type name)	Email			Date	
Alyson Lighthart <u>alyson.lighthart@pcc.edu</u> Feb. 15, 2013					
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Course Revision

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outcomes	
prerequisites and co-requisites	
Grade option change	
	check box which opens the task window

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Section #1 G	Section #1 General Information			
Department	Math	Submitter name	Carl Yao, 503-206-9729,	
		Phone Email	xiaolong.yao@pcc.edu	
Current prefix and number	ALC 63B	Proposed prefix and number	ALC 60D	
Current course title	Math 60 Review – 3 credits	Proposed title (60 characters max)	Math 60 Review – 3 credits	
# Credits	3	Proposed transcript title (30 characters max)	Math 60 Review	
Reason for title change	Make the title match what's being taught in the class			

not doe the words. Searce analy of stadent: molde recommendations in the accomption.			
Current Description	Proposed Description		
(required information for all course	(include requisites)		
revisions. Include requisites)			
Provides a review of individually chosen topics in Introductory Algebra-1st Term (Math 60). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.	no change		

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for change			
'			
worker, family member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes guidelines on the curriculum webpage for more		
Current learning outcomes	New learning outcomes		
(required information for all course revisions)			
Upon successful completion of this course students will be able to:	no change		
 Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator. 			
 Solve problems at home or in an academic or work environment by creating a beginning algebraic expression or equation that represents the situation and find the solution to the problem using correct beginning algebraic steps. 			
Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.			
 Creatively and confidently apply beginning algebraic problem solving strategies. 			
Be prepared for future course work.			
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores			
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisite	s, 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	☐ Prerequisite ☐ Corequisite ☐ pre/con			
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> 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.					
riease provide details, who was contacted and tr	he resolution.				
Yes No	he resolution.				
☐ Yes ☑ No Implementation ☐ Next available term after Implementation Implemen	er approval	~)			
Yes	er approval R the next available terr		ho timolino		
Yes No No Implementation ☐ Next available term after ☐ Specify term (if AFTER Allow 4-6 months to complete the approval process.)	er approval R the next available terr ess before scheduling t		he timeline		
Yes	er approval R the next available terr ess before scheduling t		he timeline		
Yes No No Implementation ☐ Next available term after ☐ Specify term (if AFTER Allow 4-6 months to complete the approval process.)	er approval R the next available terr ess before scheduling t		he timeline		
Yes No Implementation ☐ Next available term after ☐ Specify term (if AFTER Allow 4-6 months to complete the approval proces for approval for details. www.pcc.edu/curriculum	er approval R the next available terr ess before scheduling t	he course. See the	he timeline		
Yes	er approval R the next available terr ess before scheduling t	ne course. See the	he timeline Date		
Yes	er approval R the next available terress before scheduling to	ne course. See the	Date		
Yes	er approval R the next available terress before scheduling to the	omission Feb. 15,	Date		
Yes	er approval R the next available terress before scheduling to el and approved for sub Email chaberma@pcc.edu; early.vollet@pcc.edu	omission Feb. 15,	Date 2013 Date		

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
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Section #1 General Information				
Department	Math	Submitter name Phone	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu	
		Email		
Current prefix and number	ALC 60C	Proposed prefix and number	ALC 65A	
Current course title	Math 65 Review – 0 credits	Proposed title (60 characters max)	Math 65 Review – 0 credits	
# Credits	0	Proposed transcript title (30 characters max)	Math 65 Review	
Reason for title change	Make the title match what's being taught in the class			

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)

Provides a review of individually chosen topics in Introductory Algebra-2nd Term

(Math 65). Completion of this course does not meet prerequisite requirements for other math courses.

Reason for change					
worker, fam are recomm	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.				
Cui	rrent learning outcomes		New lear	rning outcomes	
(require	ed information for all course revisions)				
Upon succe students wil	essful completion of this course	no cha	ange		
	atively and confidently apply braic problem solving strategies.				
• Be p	prepared for future course work.				
Reason for change					
prerequisites If the SAC wa	REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
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 & nun	nber:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & nun	nber:		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				
☐ Placeme	ent into: .			1	T
		pre/con			
prefix & number:					
1 (1)	le this course used for related instruction? Discourse this burns in the				
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide de	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date					
Carly Vollet, Peter Haberman (Math SAC co- chair) phaberma@pcc.edu; Feb. 15, 2013					
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.

Alyson Lighthart

alyson.lighthart@pcc.edu

course revision

Feb. 15, 2013

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the number
	Send completed form elec curriculum@pcc.edu

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tronically to

Section #1 G	General Information			
Department	Math	Submitter name Phone Email	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu	
Current prefix and number	ALC 61C	Proposed prefix and number	ALC 65B	
Current course title	Math 65 Review – 1 credits	Proposed title (60 characters max)	Math 65 Review – 1 credits	
# Credits	1	Proposed transcript title (30 characters max)	Math 65 Review	
Reason for title change	Make the title match what's being taught in the class			

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.

not use the words. course and/or student. Include recommendations in the description.				
Current Description	Proposed Description			
(required information for all course	(include requisites)			
revisions. Include requisites)				
Provides a review of individually chosen topics in Introductory Algebra-2nd Term (Math 65). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.	no change			

Reason for change					
worker, fami are recomm	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.				outcomes
Cur	rent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)			-	
Upon succe students will	ssful completion of this course I be able to:	no cha	ange		
algel	ose and perform accurate braic computations in a variety tuations with and without a				
• calcu	ulator.				
	atively and confidently apply braic problem solving strategies.				
 Be p 	repared for future course work.				
Reason for change					
prerequisites:	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or ed ants to set the RD, WR and/or MTH p	quivalen	t placement test sco	res	_
Prerequisite Opt out form. Current prerequisites, corequisites and concurrent					
lf	you are NOT changing prerequisi		•		ea
Standard	d prerequisites - WR 115, RD 115	and M1	TH 20 or equivalen	t placement test s	cores
☐ Placeme	nt into: .				
prefix & number:			Prerequisite	☐ Corequisite	pre/con
prefix & num	nber:		☐ 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 & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
that may impact of	other departments or camp	CAMPUSES – are there change puses, such as academic prog quisite for courses or programs	rams that require	
Please provide det	tails, who was contacted and	d the resolution.		
Yes				
⊠ No				
Implementation Next available term after approval				
term	☐ Specify term (if AFT	ER 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				
Carly Vollet, Peter chair)	Haberman (Math SAC co-	phaberma@pcc.edu; carly.vollet@pcc.edu	Feb. 15, 2013	
SAC Administrative Liaison (type name)		Email	Date	
Alyson Lighthart		alyson.lighthart@pcc.edu	Feb. 15, 2013	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor.				

Course Revision

Section #1 G	General Information			
Department	Math	Submitter name Phone Email	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu	
Current prefix and number	ALC 62C	Proposed prefix and number	ALC 65C	
Current course title	Math 65 Review – 2 credits	Proposed title (60 characters max)	Math 65 Review – 2 credits	
# Credits	2	Proposed transcript title (30 characters max)	Math 65 Review	
Reason for	Make the title match what's being taught in the class			

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)

Provides a review of individually chosen topics in Introductory Algebra-2nd Term

(Math 65). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.

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	New learning outcomes			
(required information for all course revisions)				
Upon successful completion of this course students will be able to:	no change			
 Choose and perform accurate algebraic computations in a variety of situations with and without a calculator. 				
 Solve problems at home or in an academic or work environment by creating a algebraic expression or equation that represents the situation and find the solution to the problem using correct algebraic steps. 				
 Creatively and confidently apply algebraic problem solving strategies. 				
Be prepared for future course work.				
Reason for change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area				
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placement into:				
prefix & number:	☐ 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	
			,	
	for related instruction? Ple ated instruction templates.	ease confirm this by review	ving 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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> 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	ementation Next available term after approval			
term	Specify term (if AFT)	ER the next available terr	n)	
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			Date	
Carly Vollet, Peter Haberman (Math SAC cochair)		phaberma@pcc.edu; carly.vollet@pcc.edu	Feb. 15, 2013	
SAC Administrative Liaison (type name)		Email	Date	
Alyson Lighthart alyson.lighthart@pcc.edu			Feb. 15, 2013	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the onumber
course number title description (include requisites) outcomes prerequisites and co-requisites	Send completed form electrocurriculum@pcc.edu
Grade option change	

course prefix and

onically to

Section #1 G	eneral Information				
Department	Math	Submitter name	Carl Yao, 503-206-9729,		
		Phone Email	xiaolong.yao@pcc.edu		
Current prefix and number	ALC 63C	Proposed prefix and number	ALC 65D		
Current course title	Math 65 Review – 3 credits	Proposed title (60 characters max)	Math 65 Review – 3 credits		
# Credits	3	Proposed transcript title (30 characters max)	Math 65 Review		
Reason for title change	Make the title match what's being taught in the class				

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.

not use the words. course and/or student. Include recommendations in the description.				
Current Description	Proposed Description			
(required information for all course	(include requisites)			
revisions. Include requisites)				
Provides a review of individually chosen topics in Introductory Algebra-2nd Term (Math 65). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.	no change			

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							
Upon successful completion of this course students will be able to: • Choose and perform accurate	no change							
algebraic computations in a variety of situations with and without a calculator.								
 Solve problems at home or in an academic or work environment by creating a algebraic expression or equation that represents the situation and find the solution to the problem using correct algebraic steps. 								
 Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions. 								
 Creatively and confidently apply algebraic problem solving strategies. Be prepared for future course work. 								
Reason for change								
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.								
· · · · · · · · · · · · · · · · · · ·	es, corequisites and concurrent ites or co-requisites DO NOTHING in this area							
	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: .	Placement into: .							
prefix & number:								
prefix & number:								
Is this course used for related instruction? Ple the inventory of related instruction templates.	ase confirm this by revieu	ving						
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human re requires you to submit a <u>related instruction in (course revision form.</u> Visit the comprehensive guidance.	lations and 2) the hours of CTE course form at the sa	f student learning ame time as you s	J. Then this submit this					
IMPACT ON OTHER DEPARTMENTS AND Contract that may impact other departments or camputhis course for their program or as a prerection.	puses, such as academi	c programs that						
Please provide details, who was contacted and	d the resolution.							
☐ Yes ⊠ No								
Implementation	after approval							
term Specify term (if AFT	ER the next available terr	n)						
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu		ne course. See th	ne timeline					
Section # 2 Department Review								
This proposal has been reviewed at the SAC level and approved for submission								
SAC Chair (type name) Email Date								
	Email	L	Date					
Carly Vollet, Peter Haberman (Math SAC co- chair)	Email phaberma@pcc.edu; carly.vollet@pcc.edu	Feb. 15,						
,	phaberma@pcc.edu;	Feb. 15,						
chair)	phaberma@pcc.edu; carly.vollet@pcc.edu	Feb. 15,	2013 Date					

New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

L					
Section #1 Gene	ral Information		1		
Department:	Math	Submitter		03-206-9729,	
		name	xiaolong.yad	o@pcc.edu	
		Phone			
		Email			
Course Prefix and Number:	ALC 95A	# Credits:	0		
Course Title:	Math 95 Review – 0 credits	Transcript Title	Math 95 Re	view	
(60 characters max)		(30 characters max)			
Can this course	No.	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab:		
If the course is repeatable then provide a compelling argument.					
Is this course equ	uivalent to another? If yes, they	☐ Yes			
must have the sa	me description and outcomes.	⊠ No			
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
dropdown menu will automatically	ault grade option. What is the defor the CRN. Students who do no be assigned to the default grade details on grade options see the A	t make a choice or option. Call the Co	r do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
	y i	Check all th		Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
	Audit in consultation with faculty				
presents, continu	ence in the course description with les, promotes, and improves. Do i s in the description. Please limit the	not use the words:	"course" or "	students". Include any	
Course	Provides a review of individually				
Description:	this course does not meet prerec	quisite requiremen	ts for other m	ath courses.	
(field will expand as needed)					

Addendum to			49		
Course Description:					
General Educati	ion/Discipline	Studies Standard Pre	requisite A	ppr	proval
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a defa standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Hig these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to Opt-out form available on the Curriculum website pcc.edu/curriculum					placement test scores. Higher levels of any of wever, if the SAC wants to set the RD, WR
☐ Standard Pre	erequisites - WR	R 115, RD 115 and MTI	H 20 or equ	ivale	lent placement test scores
☐ Placement in	nto:		☐ Place	mer	ent into:
course prefix & n	umber:				Prerequisite
course prefix & n	umber:				Prerequisite Corequisite pre/co
course prefix & n		Γ			Prerequisite Corequisite pre/co
None – please ex					udents come in to get help in math. The ne student's math foundation. This class is very
worker, family r	nember, comr See course o	nunity citizen, global	citizen or I	lifelo	le to do "out there" (in their life roles as long learners). Three to six outcomes are lum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	Creatively as	sful completion of this c nd confidently apply int for future course work	ermediate-l		s will be able to: el algebraic problem solving strategies.
Course activities and design: (from CCOG)					
Outcomes	Outcome Ass	essment Strategies:			
assessment strategies:		hall include at least two	o of the follo	owin	ng measures:
Judiogies.	1. Tests				
	2. Attendance				

3. Portfolios

Themes:

Language of graphs

Course Content: Themes,

Concepts,

Issues and

(from CCOG)

Skills:

4. Individual student conference
Intermediate Algebra (MTH 95)

Functions represented as graphs, tables, equations and in words

Problem solving and modeling, interpreting results in practical terms

Connection between symbolic and graphical representations Algebraic simplification of expressions and solving of equations

Functions and function notation

New LDC course request (updated June 2012)

Skills:

Calculator (integrated throughout the course)

Use the home screen carry out arithmetic operations

Use the calculator's table feature to explore functions

Graph functions

Input the appropriate window settings to view the graph

Use calculation tools

/alue

'ero

/laximum

/linimum

ntersect

Understand that the calculator has limitations

Functions

Understand and apply the definition of function

Determine whether one quantity is a function of another algebraically, graphically, numerically and within real life contexts by applying the definition of a function

Domair

Understand the definition of domain (the set of all possible inputs)

Determine the domain of functions represented graphically, algebraically, numerically and verbally

Represent the domain in both interval and set notation, where appropriate

Apply unions and intersections ("and" and "or") when finding and stating the domain of functions

Understand how the context of a function used as a model can limit the domain

Range

Understand the definition of range (set of all possible outputs)

Determine the range of functions represented graphically, numerically and verbally

Represent the range in interval and set notation, where appropriate

Function notation

Evaluate functions with given inputs using function notation where functions are represented graphically, algebraically, numerically and verbally (e.g. evaluate f(7))

Algebraically simplify and distinguish between different examples such as f(x)+2, f(x+2), 3f(x) and f(3x)

nterpret f(a) = b in the appropriate context e.g. interpret f(3) = 5 where f models a real-world function solve function equations where functions are represented graphically, algebraically, numerically and verbally (i.e.

solve $f(x) = b_{\text{for }} x_{\text{ and solve }} f(x) = g(x)_{\text{ for }} x_{\text{ where }} f_{\text{ and }} g_{\text{ should include but not be limited to linear functions, quadratic functions, and absolute value functions)}$

Solve function inequalities algebraically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g are

linear functions and f(x) > b and f(x) < b where f is an absolute value function)

Solve function inequalities graphically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g should

include but not be limited to linear functions, and f(x) > b for quadratic and absolute value functions) Graphs of functions

Use the language of graphs and understand how to present answers to questions based on the graph (i.e. read the $\,^{\mathcal{X}}$

value of an intersection to solve an equation and understand that f(2) is a number not a point) Determine function values, solve equations and inequalities, and find domain and range given a graph

La control values, solve equations and mequatities, and find domain and range given a graph

Apply function notation to prerequisite skill of finding linear equations given two ordered pairs

Quadratics

Recognize a quadratic equation given in standard form, vertex form and factored form

Solve quadratic equations by completing the square

Find complex solutions to quadratic equations by the quadratic formula or by completing the square

Understand the graphical implications (i.e. when there is a complex number as a solution to a quadratic equation) nterpret the meaning in the context of an application

Quadratic functions in vertex form

Graph a parabola after obtaining the vertex form of the equation by completing the square

Siven a quadratic function in vertex form or as a graph, observe the vertical shift and horizontal shift of the

graph
$$y = x^2$$

Connect graphing via vertex form with the prerequisite graphing methods (i.e. axis of symmetry, horizontal intercepts, vertex formula, vertical intercept, points found by symmetry)

Determine the domain and range of quadratic functions algebraically and graphically

Applications

Understanding in context: given a quadratic function in algebraic or graphical form find and interpret, including units, the meaning of the:

ertex as a maximum or minimum

ertical intercept

eroes/horizontal intercepts/roots

nputs and outputs of functions (e.g. f(2) and f(x) = 5)

Clearly define variables including appropriate units

State conclusions to applied problems in complete sentences including appropriate units

Explore quadratic functions graphically using the graphing calculator. Convey results using function notation. Examine the following features:

Vertex

Vertical intercept

Horizontal intercepts

Radical Functions

Understand nth roots

Determine the domain of radical functions with both even and odd roots algebraically and graphically

Determine the range graphically

Understand radicals as expressions with rational exponents and vice versa

Use rational exponents to simplify radical expressions (See addendum)

Practice prerequisite skills of exponents rules in the context of rational exponents

Rationalize denominators so students can recognize equivalent expressions (e.g. $\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}$

Solve radical equations algebraically and graphically

Verify solutions algebraically

Understand that extraneous solutions found algebraically do not appear as solutions on the graph

Solve literal radical equations for a specified variable

Calculator

Approximate radicals as powers with rational exponents

Find the domain and range of radical functions

Solve radical equations graphically

Use graphical solutions to check the validity of algebraic solutions

Rational Functions

Determine the domain of rational functions algebraically and graphically

Simplify rational functions, understanding that domain conditions lost during simplification MUST be noted Rewrite rational expressions by

Canceling factors common to the numerator and denominator

Multiplying

Dividing using both
$$\frac{\frac{a}{b}}{\frac{c}{d}}$$
 and $\frac{a}{b} \div \frac{c}{d}$ notation

simplify the following cases where a, b, c, d represent real numbers, linear polynomials or quadratic polynomials:

$$\frac{\frac{a}{b}}{C}$$
 $\frac{\frac{a}{b}}{\frac{c}{d}}$ and $\frac{c}{d}$. (See addendum)

Adding

Subtracting

Simplifying complex rational expressions

 \boldsymbol{a}

$$\frac{a}{\frac{b}{c} + \frac{d}{e}} \xrightarrow{\frac{b}{c} + \frac{d}{e}} \frac{\frac{a}{b} + \frac{c}{d}}{\frac{e}{f}} \xrightarrow{\text{and}} \frac{\frac{a}{b} + \frac{e}{f}}{\frac{c}{d} + \frac{e}{f}}$$

he following forms of complex rational expressions shall be simplified: $egin{array}{cccc} c & & e \end{array}$,

where a, b, c, d, e, and f represent real numbers, linear polynomials in one variable, or quadratic polynomials in one variable. (See addendum.)

Solve rational equations

Check solutions algebraically

Solve literal rational equations for a specified variable

Introduce variables with subscripts

Applications

Solve distance, rate and time problems involving rational terms using well defined variables and stating conclusions in complete sentences including appropriate units

Solve problems involving work rates using well defined variables and stating conclusions in complete sentences including appropriate units

Addendum

Functions should be studied symbolically, graphically, numerically and verbally.

As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.

Function notation is emphasized and should be used whenever it is appropriate in the course.

Students should be required to use proper mathematical language and notation. This includes using equal signs appropriately, labeling and scaling the axes of graphs appropriately, using correct units throughout the problem solving process, conveying answers in complete sentences when appropriate, and in general, using the required symbols correctly.

Students should understand the fundamental differences between expressions and equations including their definitions and proper notations.

All mathematical work should be organized so that it is clear and obvious what techniques the student employed to find his answer. Showing scratch work in the middle of a problem is not acceptable.

Since technology is used throughout the course, there is a required calculator packet for students that gives directions for several graphing calculators. The students should understand the limitations of calculator—i.e. when the calculator gives misleading information. Examples of the calculator's limitations include the following: when finding horizontal intercepts, the calculator sometimes gives something like y = 3E-13; the calculator rounds to 12 or fewer decimal places; some calculators appear to show vertical asymptotes on the graphs of rational functions; it

 $y = \frac{1}{x^2}$ appears that the graph of appears that the graph of touches the x axis; the calculator does not show holes on rational function graphs; the calculator cannot handle very large numbers, e.g. $10^{1000} = \infty$ etc.

For dividing rational expressions as in 5.3.3 and 5.3.3.1, focus on examples where the letters represent real

$$\frac{3}{\frac{x}{5}}, \frac{x-2}{\frac{x}{5}}, \text{ and } \frac{\frac{3x}{4}}{\frac{x}{4x-4}}$$

numbers and linear polynomials. E.g. $\frac{1}{5}$, $\frac{1}{5}$, and $\frac{1}{4}x-4$

Exploration of difficult rational exponents, as in 4.5, should be limited. Basic understanding is essential and a deep understanding takes more than one course to develop. Examples should be limited to one or two variables, keeping

things as simple as possible while covering all possibilities. E.g. $5x^{\frac{1}{2}}$, $-3z^{-\frac{1}{3}}$, $\frac{2x^{\frac{1}{3}}}{x^{\frac{1}{2}}}$, $4y^{-\frac{1}{2}}y^{\frac{1}{3}}$.

	As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.				
	In 3.3.1, when solving applications of quadratic equations, a complex solution should be interpreted as the graph never reaching a particular real world <i>y</i> -value.				
	For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where a				
	, b , c , d , e , and f (as above) represent real numbers, linear polynomials in one variable. For $\frac{\frac{1}{x} + \frac{1}{x+2}}{\frac{1}{5}} = \frac{\frac{2}{3}}{\frac{1}{x} + \frac{5}{2}}$ example, $\frac{1}{x} + \frac{1}{x+2} = $				
Reason for the new course	Some students struggle in a regular MTH95 class, and need to break down MTH95 contents into two terms. This course tailors the curriculum based on each individual student's math foundation, and provides one-on-one help when needed.				

20	ction	#2	Trans	cforo	hilting
26	CHOH	1 # Z	- i ran:	siera	DIIIIV

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.

hatare of the odarse, thought it will likely he	A be eligible for een La status.
Which OUS school will the course transfer to? List all	none
How does it transfer Check all that apply	 □ required or support for major □ general education distribution requirement □ general elective □ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	none
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	□ on campus □ hybrid □ on-line (complete DL M □ other (explain)	Modality form, obtain signa	ture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):	none		# credits:	
Name of degree(s):	none		# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	none			
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
	T			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	N/A			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	none			
Implementation term:	Next available term a	• •		
Specify term AFTER the next available Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: courses will implement in fall or spring terms depending on the formal approval process (see timetable linking and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programmer.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type	e name)	En	nail	
Carly Vollet, Peter Haberman (Ma	th SAC co-chair)	phaberma@pcc.edu; c	arly.vollet@pcc.edu	
SAC Administrative Liais	son (type name)	Em	nail	
Alyson Lighthart		alyson.lighthart@pcc.edu		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature pay with the pdf file to Curriculum – DC – 4^{th} floor.				

New Course Lower Division Collegiate (LDC)

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

Section #1 General Information					
		Submitter	0-41/ 50	20.000.0700	
Department:	Math	name	xiaolong.yad	03-206-9729,	
		Phone	<u>xiaolorig.yac</u>	Despectical	
		Email			
Course Prefix	ALC 95B	# Credits:	1		
and Number:	ALO 30D		· ·		
Course Title:	Math 95 Review – 1 credits	Transcript Title (30 characters	Math 95 Rev	view	
(60 characters max)		max)			
Can this course be repeated?	No	Contact hours: PER	Lecture:		
be repeated?		QUARTER	Lec/lab:		
			Lab: 30 hou	rs	
If the course is repeatable then provide a compelling argument.					
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	⊠ No			
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
dropdown menu to will automatically	ault grade option . What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	t make a choice or option. Call the Co	do not make urriculum Offic	a change in the dropdown menu ce if you have questions 971-722-	
		Check all that apply		Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass	\boxtimes		\boxtimes	
	Audit in consultation with faculty				
presents, continu	ence in the course description with les, promotes, and improves. Do it is in the description. Please limit the	not use the words:	"course" or "	s <i>tudents</i> ". Include any	
Course Description: (field will expand as needed)	Provides a review of individually minimum of 30 hours in the lab. (for other math courses.			algebra (Math 95). Requires a not meet prerequisite requirements	

			56					
Addendum to Course Description:								
If this course is re standard prerequisit- these prerequisit- and/or MTH prere Opt-out form ava	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							
☐ Placement in	•	115, RD 115 and MTI			nt into:	631 300163		
course prefix & n					Prerequisite	☐ Corequisite ☐ pre/co		
course prefix & n					Prerequisite	☐ Corequisite ☐ pre/co		
course prefix & n	umber:				Prerequisite	☐ Corequisite ☐ pre/co)	
None – please ex	kplain					o get help in math. The h foundation. This class is very	у	
worker, family r	nember, comn See course o	nunity citizen, global	citizen or	lifelo	ong learners).	ere" (in their life roles as Three to six outcomes are r more <u>guidance on writing</u>		
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: • Choose and perform accurate intermediate-level algebraic computations in a variety of situations with and without a calculator. • Creatively and confidently apply intermediate-level algebraic problem solving strategies. • Be prepared for future course work.					ıs		
Course activities and design: (from CCOG)	25 properties for retains obtained worth.							
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: 1. Tests 2. Attendance 3. Portfolios 4. Individual student conference							
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes: Functions and fur Functions represe Connection between	Algebra (MTH 95) notion notation ented as graphs, tables, educen symbolic and graphical cation of expressions and seconds.	l representati	ions				

Problem solving and modeling, interpreting results in practical terms

Language of graphs

Skills:

Calculator (integrated throughout the course)

Use the home screen carry out arithmetic operations

Use the calculator's table feature to explore functions

Graph functions

Input the appropriate window settings to view the graph

Use calculation tools

/alue

'ero

/laximum

/linimum

ntersect

Understand that the calculator has limitations

Functions

Understand and apply the definition of function

Determine whether one quantity is a function of another algebraically, graphically, numerically and within real life contexts by applying the definition of a function

Domain

Understand the definition of domain (the set of all possible inputs)

Determine the domain of functions represented graphically, algebraically, numerically and verbally

Represent the domain in both interval and set notation, where appropriate

Apply unions and intersections ("and" and "or") when finding and stating the domain of functions

Understand how the context of a function used as a model can limit the domain

Range

Understand the definition of range (set of all possible outputs)

Determine the range of functions represented graphically, numerically and verbally

Represent the range in interval and set notation, where appropriate

Function notation

Evaluate functions with given inputs using function notation where functions are represented graphically, algebraically, numerically and verbally (e.g. evaluate f(7))

Algebraically simplify and distinguish between different examples such as f(x)+2, f(x+2), 3f(x) and f(3x)

nterpret f(a) = b in the appropriate context e.g. interpret f(3) = 5 where f models a real-world function solve function equations where functions are represented graphically, algebraically, numerically and verbally (i.e.

solve $f(x) = b_{\text{for } x \text{ and solve }} f(x) = g(x)_{\text{for } x \text{ where }} f_{\text{and } g}$ should include but not be limited to linear functions, quadratic functions, and absolute value functions)

Solve function inequalities algebraically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g are linear functions and f(x) > b and f(x) < b where f is an absolute value function)

Solve function inequalities graphically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g should

include but not be limited to linear functions, and f(x) > b for quadratic and absolute value functions) Graphs of functions

Use the language of graphs and understand how to present answers to questions based on the graph (i.e. read the $^\chi$

value of an intersection to solve an equation and understand that f(2) is a number not a point) Determine function values, solve equations and inequalities, and find domain and range given a graph

Apply function notation to prerequisite skill of finding linear equations given two ordered pairs

Quadratics

Recognize a quadratic equation given in standard form, vertex form and factored form

Solve quadratic equations by completing the square

Find complex solutions to quadratic equations by the quadratic formula or by completing the square

Understand the graphical implications (i.e. when there is a complex number as a solution to a quadratic equation) nterpret the meaning in the context of an application

Quadratic functions in vertex form

Graph a parabola after obtaining the vertex form of the equation by completing the square

Given a quadratic function in vertex form or as a graph, observe the vertical shift and horizontal shift of the

graph
$$y = x^2$$

Connect graphing via vertex form with the prerequisite graphing methods (i.e. axis of symmetry, horizontal intercepts, vertex formula, vertical intercept, points found by symmetry)

Determine the domain and range of quadratic functions algebraically and graphically

Applications

Understanding in context: given a quadratic function in algebraic or graphical form find and interpret, including units, the meaning of the:

ertex as a maximum or minimum

ertical intercept

eroes/horizontal intercepts/roots

nputs and outputs of functions (e.g. f(2) and f(x) = 5)

Clearly define variables including appropriate units

State conclusions to applied problems in complete sentences including appropriate units

Explore quadratic functions graphically using the graphing calculator. Convey results using function notation. Examine the following features:

Vertex

Vertical intercept

Horizontal intercepts

Radical Functions

Understand nth roots

Determine the domain of radical functions with both even and odd roots algebraically and graphically

Determine the range graphically

Understand radicals as expressions with rational exponents and vice versa

Use rational exponents to simplify radical expressions (See addendum)

Practice prerequisite skills of exponents rules in the context of rational exponents

Rationalize denominators so students can recognize equivalent expressions (e.g. $\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}$

Solve radical equations algebraically and graphically

Verify solutions algebraically

Understand that extraneous solutions found algebraically do not appear as solutions on the graph

Solve literal radical equations for a specified variable

Calculator

Approximate radicals as powers with rational exponents

Find the domain and range of radical functions

Solve radical equations graphically

Use graphical solutions to check the validity of algebraic solutions

Rational Functions

Determine the domain of rational functions algebraically and graphically

Simplify rational functions, understanding that domain conditions lost during simplification MUST be noted Rewrite rational expressions by

Canceling factors common to the numerator and denominator

Multiplying

Dividing using both
$$\frac{\frac{a}{b}}{\frac{c}{d}}$$
 and $\frac{a}{b} \div \frac{c}{d}$ notation

simplify the following cases where a, b, c, d represent real numbers, linear polynomials or quadratic polynomials:

$$\frac{\frac{a}{b}}{C}$$
 $\frac{\frac{a}{b}}{\frac{c}{d}}$ and $\frac{c}{d}$. (See addendum)

Adding

Subtracting

Simplifying complex rational expressions

 \boldsymbol{a}

$$\frac{a}{\frac{b}{c} + \frac{d}{e}} \xrightarrow{\frac{b}{c} + \frac{d}{e}} \frac{\frac{a}{b} + \frac{c}{d}}{\frac{e}{f}} \xrightarrow{\text{and } \frac{d}{d} + \frac{e}{f}}$$

The following forms of complex rational expressions shall be simplified: c

where a , b , c , d , e , and f represent real numbers, linear polynomials in one variable, or quadratic polynomials in one variable. (See addendum.)

Solve rational equations

Check solutions algebraically

Solve literal rational equations for a specified variable

Introduce variables with subscripts

Applications

Solve distance, rate and time problems involving rational terms using well defined variables and stating conclusions in complete sentences including appropriate units

Solve problems involving work rates using well defined variables and stating conclusions in complete sentences including appropriate units

Addendum

Functions should be studied symbolically, graphically, numerically and verbally.

As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.

Function notation is emphasized and should be used whenever it is appropriate in the course.

Students should be required to use proper mathematical language and notation. This includes using equal signs appropriately, labeling and scaling the axes of graphs appropriately, using correct units throughout the problem solving process, conveying answers in complete sentences when appropriate, and in general, using the required symbols correctly.

Students should understand the fundamental differences between expressions and equations including their definitions and proper notations.

All mathematical work should be organized so that it is clear and obvious what techniques the student employed to find his answer. Showing scratch work in the middle of a problem is not acceptable.

Since technology is used throughout the course, there is a required calculator packet for students that gives directions for several graphing calculators. The students should understand the limitations of calculator—i.e. when the calculator gives misleading information. Examples of the calculator's limitations include the following: when finding horizontal intercepts, the calculator sometimes gives something like y = 3E-13; the calculator rounds to 12 or fewer decimal places; some calculators appear to show vertical asymptotes on the graphs of rational functions; it

 $y = \frac{1}{x^2}$ touches the *x* axis; the calculator does not show holes on rational function graphs; the calculator cannot handle very large numbers, e.g. $10^{1000} = \infty_{\rm \,etc.}$

For dividing rational expressions as in 5.3.3 and 5.3.3.1, focus on examples where the letters represent real

$$\frac{3}{\frac{x}{5}}, \frac{x-2}{\frac{x}{5}}, \text{ and } \frac{\frac{3x}{4}}{\frac{x}{4x-4}}$$

numbers and linear polynomials. E.g.

Exploration of difficult rational exponents, as in 4.5, should be limited. Basic understanding is essential and a deep understanding takes more than one course to develop. Examples should be limited to one or two variables, keeping

things as simple as possible while covering all possibilities. E.g. $5x^{\frac{1}{2}}$, $-3z^{-\frac{1}{3}}$, $\frac{2x^{\frac{1}{3}}}{x^{\frac{1}{2}}}$, $4y^{-\frac{1}{2}}y^{\frac{1}{3}}$

	As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG. In 3.3.1, when solving applications of quadratic equations, a complex solution should be interpreted as the graph			
	never reaching a particular real world <i>y</i> -value.			
	For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where a , b , c , d , e , and f (as above) represent real numbers, linear polynomials in one variable. For			
	example, $\frac{1}{x} + \frac{1}{x+2}$ or $\frac{2}{3}$ would be good examples.			
	example, $\frac{x+2}{5}$ or $x+2$ would be good examples.			
Reason for the new course	Some students struggle in a regular MTH95 class, and need to break down MTH95 contents into two terms. This course tailors the curriculum based on each individual student's math foundation, and provides one-on-one help when needed.			

Section	#2	Tranc	fora	hiltiv	,
Section	#/	Trans	iera	DIIIIV	/

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

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

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

nature of the boarde, thought it will likely not be eligible for ben be stated.			
Which OUS school will the course transfer to? List all	none		
How does it transfer Check all that apply	required or support for major general education distribution requirement general elective other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 		
Identify comparables at Oregon schools	none		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form☒ No		

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	 ☑ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain) 				
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide details.		
Name of certificate(s):	none		# credits:		
Name of degree(s):	none		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	none				
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No				
11 11 11 11 000	N1/A				
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.	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				
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.	none				
Implementation term:	Next available term a	• • • • • • • • • • • • • • • • • • • •			
	Specify term AFTER				
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request		
Section # 4 Department Review					
	SAC level and approved for	submission			
	This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Email				
Carly Vollet, Peter Haberman (Math SAC co-chair)		phaberma@pcc.edu; c			
SAC Administrative Liaison (type name) Email			nail		
Alyson Lighthart		alyson.lighthart@pcc.edu	<u>1</u>		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.					

New Course Lower Division Collegiate (LDC)

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

Section #1 Gene		Culturalità a re	- 134 - E	20.000.000
Department:	Math	Submitter	Carl Yao, 503-206-9729, xiaolong.yao@pcc.edu	
		name Phone	xiaolong.yad	<u>owpcc.eau</u>
		Email		
0 5 "		# Credits:		
Course Prefix and Number:	ALC 95C		2	
Course Title:	Math 95 Review – 2 credits	Transcript Title	Math 95 Rev	view
(60 characters max)		(30 characters max)		
Can this course be repeated?	No	Contact hours: PER	Lecture:	
be repeated:		QUARTER	Lec/lab:	
			Lab: 60 hou	rs
If the course is repeatable then provide a compelling argument.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
GRADE OPTION	NS: Check as many or as few option	ons as vou'd like		
Choose the defa dropdown menu will automatically	ault grade option. What is the defor the CRN. Students who do not	fault grade? This of the factor of the facto	do not make urriculum Offic	a change in the dropdown menu ce if you have questions 971-722-
	J I	Check all th		Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
	Audit in consultation with faculty			
presents, continu	Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Intermediate Algebra (Math 95). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements			

Addendum to Course Description:	

General Education/Discipline	Studies Standard Pre	requisite A	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	H 20 or equ	ivalent placement	test scores	
☐ Placement into: ☐ Placement into:					
course prefix & number:					
course prefix & number:	course prefix & number: Prerequisite Corequisite pre/co				
course prefix & number:					
None – please explain	This is a lab-based class, where students come in to get help in math. The instructor provides help based on the student's math foundation. This class is very flexible.				

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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning Upon successful completion of this course students will be able to: Outcomes: Choose and perform accurate intermediate-level algebraic computations in a variety of situations (Use observable with and without a calculator. and measurable Solve a problem at home or in an academic or work environment by creating an intermediateverbs) level algebraic expression or equation that represents the situation and find the solution to the problem using correct intermediate-level algebraic steps. Creatively and confidently apply intermediate-level algebraic problem solving strategies. • Be prepared for future course work. Course activities and design: (from CCOG) Outcomes Assessment shall include at least two of the following measures: assessment 1. Tests strategies: 2. Attendance 3. Portfolios 4. Individual student conference **Intermediate Algebra (MTH 95)** Course Content: Themes, Themes: Concepts. Functions and function notation Issues and Functions represented as graphs, tables, equations and in words Skills: Connection between symbolic and graphical representations Algebraic simplification of expressions and solving of equations (from CCOG) Problem solving and modeling, interpreting results in practical terms

Language of graphs

Skills:

Calculator (integrated throughout the course)

Use the home screen carry out arithmetic operations

Use the calculator's table feature to explore functions

Graph functions

Input the appropriate window settings to view the graph

Use calculation tools

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/laximum

/linimum

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Understand that the calculator has limitations

Functions

Understand and apply the definition of function

Determine whether one quantity is a function of another algebraically, graphically, numerically and within real life contexts by applying the definition of a function

Domain

Understand the definition of domain (the set of all possible inputs)

Determine the domain of functions represented graphically, algebraically, numerically and verbally

Represent the domain in both interval and set notation, where appropriate

Apply unions and intersections ("and" and "or") when finding and stating the domain of functions

Understand how the context of a function used as a model can limit the domain

Understand the definition of range (set of all possible outputs)

Determine the range of functions represented graphically, numerically and verbally

Represent the range in interval and set notation, where appropriate

Function notation

evaluate functions with given inputs using function notation where functions are represented graphically, algebraically, numerically and verbally (e.g. evaluate f(7))

Algebraically simplify and distinguish between different examples such as f(x)+2, f(x+2), 3f(x)and f(3x)

Interpret f(a) = b in the appropriate context e.g. interpret f(3) = 5 where f models a real-world function Solve function equations where functions are represented graphically, algebraically, numerically and verbally (i.e.

solve $f(x) = b_{\text{for } x \text{ and solve }} f(x) = g(x)_{\text{for } x \text{ where }} f_{\text{and } g}$ should include but not be limited to linear functions, quadratic functions, and absolute value functions)

Solve function inequalities algebraically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g are

linear functions and f(x) > b and f(x) < b where f is an absolute value function) solve function inequalities graphically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g should

include but not be limited to linear functions, and f(x) > b for quadratic and absolute value functions)

Graphs of functions

Use the language of graphs and understand how to present answers to questions based on the graph (i.e. read the ${\mathcal X}$ value of an intersection to solve an equation and understand that f(2) is a number not a point) Determine function values, solve equations and inequalities, and find domain and range given a graph

Apply function notation to prerequisite skill of finding linear equations given two ordered pairs

Recognize a quadratic equation given in standard form, vertex form and factored form

Solve quadratic equations by completing the square

Find complex solutions to quadratic equations by the quadratic formula or by completing the square

Understand the graphical implications (i.e. when there is a complex number as a solution to a quadratic equation) nterpret the meaning in the context of an application

Quadratic functions in vertex form

Graph a parabola after obtaining the vertex form of the equation by completing the square

Given a quadratic function in vertex form or as a graph, observe the vertical shift and horizontal shift of the

graph
$$y = x^2$$

Connect graphing via vertex form with the prerequisite graphing methods (i.e. axis of symmetry, horizontal intercepts, vertex formula, vertical intercept, points found by symmetry)

Determine the domain and range of quadratic functions algebraically and graphically

Applications

Understanding in context: given a quadratic function in algebraic or graphical form find and interpret, including units, the meaning of the:

ertex as a maximum or minimum

ertical intercept

eroes/horizontal intercepts/roots

nputs and outputs of functions (e.g. f(2) and f(x) = 5)

Clearly define variables including appropriate units

State conclusions to applied problems in complete sentences including appropriate units

Explore quadratic functions graphically using the graphing calculator. Convey results using function notation. Examine the following features:

Vertex

Vertical intercept

Horizontal intercepts

Radical Functions

Understand nth roots

Determine the domain of radical functions with both even and odd roots algebraically and graphically

Determine the range graphically

Understand radicals as expressions with rational exponents and vice versa

Use rational exponents to simplify radical expressions (See addendum)

Practice prerequisite skills of exponents rules in the context of rational exponents

$$\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}$$

Rationalize denominators so students can recognize equivalent expressions (e.g.

Solve radical equations algebraically and graphically

Verify solutions algebraically

Understand that extraneous solutions found algebraically do not appear as solutions on the graph

Solve literal radical equations for a specified variable

Calculator

Approximate radicals as powers with rational exponents

Find the domain and range of radical functions

Solve radical equations graphically

Use graphical solutions to check the validity of algebraic solutions

Rational Functions

Determine the domain of rational functions algebraically and graphically

Simplify rational functions, understanding that domain conditions lost during simplification MUST be noted Rewrite rational expressions by

Canceling factors common to the numerator and denominator

Multiplying

$$\frac{\frac{a}{b}}{\frac{c}{d}} \qquad \frac{a}{b} \div \frac{c}{d}$$
 Dividing using both
$$\frac{a}{d} \cdot \frac{a}{d} \cdot \frac{c}{d}$$
 notation

а b

implify the following cases where a, b, c, d represent real numbers, linear polynomials or quadratic polynomials:

$$\frac{\frac{a}{b}}{C}$$
 $\frac{\frac{a}{b}}{\frac{c}{d}}$, (See addendum)

Subtracting

Simplifying complex rational expressions

$$\frac{a}{\frac{b}{c} + \frac{d}{e}} \xrightarrow{\frac{b}{c} + \frac{d}{e}} \frac{\frac{a}{b} + \frac{c}{d}}{\frac{e}{f}} \xrightarrow{\frac{c}{d} + \frac{e}{f}}$$

he following forms of complex rational expressions shall be simplified: $^{\,c}$

where a , b , c , d , e , and f represent real numbers, linear polynomials in one variable, or quadratic polynomials in one variable. (See addendum.)

Solve rational equations

Check solutions algebraically

Solve literal rational equations for a specified variable

Introduce variables with subscripts

Applications

Solve distance, rate and time problems involving rational terms using well defined variables and stating conclusions in complete sentences including appropriate units

Solve problems involving work rates using well defined variables and stating conclusions in complete sentences including appropriate units

Addendum

Functions should be studied symbolically, graphically, numerically and verbally.

As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.

Function notation is emphasized and should be used whenever it is appropriate in the course.

Students should be required to use proper mathematical language and notation. This includes using equal signs appropriately, labeling and scaling the axes of graphs appropriately, using correct units throughout the problem solving process, conveying answers in complete sentences when appropriate, and in general, using the required symbols correctly.

Students should understand the fundamental differences between expressions and equations including their definitions and proper notations.

All mathematical work should be organized so that it is clear and obvious what techniques the student employed to find his answer. Showing scratch work in the middle of a problem is not acceptable.

Since technology is used throughout the course, there is a required calculator packet for students that gives directions for several graphing calculators. The students should understand the limitations of calculator—i.e. when the calculator gives misleading information. Examples of the calculator's limitations include the following: when finding horizontal intercepts, the calculator sometimes gives something like y = 3E-13; the calculator rounds to 12 or fewer decimal places; some calculators appear to show vertical asymptotes on the graphs of rational functions; it

appears that the graph of $y = \frac{1}{x^2}$ touches the *x* axis; the calculator does not show holes on rational function graphs; the calculator cannot handle very large numbers, e.g. $10^{1000} = \infty$ etc.

For dividing rational expressions as in 5.3.3 and 5.3.3.1, focus on examples where the letters represent real

$$\frac{3}{\frac{x}{5}}, \frac{x-2}{\frac{x}{5}}, \text{ and } \frac{\frac{3x}{4}}{\frac{x}{4x-4}}$$

numbers and linear polynomials, E.g.

Exploration of difficult rational exponents, as in 4.5, should be limited. Basic understanding is essential and a deep understanding takes more than one course to develop. Examples should be limited to one or two variables, keeping

	67
	things as simple as possible while covering all possibilities. E.g. $5x^{1/2}$, $-3z^{-1/3}$, $\frac{2x^{1/3}}{x^{1/2}}$, $4y^{-1/2}y^{1/3}$. As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG. In 3.3.1, when solving applications of quadratic equations, a complex solution should be interpreted as the graph never reaching a particular real world <i>y</i> -value. For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where a , b , c , d , e , and f (as above) represent real numbers, linear polynomials in one variable. For $\frac{1}{x} + \frac{1}{x+2}$ or $\frac{2}{3}$ example, $\frac{2}{3}$ would be good examples.
Reason for the new course	Some students struggle in a regular MTH95 class, and need to break down MTH95 contents into two terms. This course tailors the curriculum based on each individual student's math foundation, and provides one-on-one help when needed.

Section	#2	Transferabiltiv
SECTION	#/	Hansierability

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	none
How does it transfer Check all that apply	required or support for major general education distribution requirement general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	none
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form☒ No

Section #3 Additional Information for new LDC courses				
How or where will the course	on campus			
be taught. Check all that apply	hybrid on-line (complete DL Modality form, obtain signature and submit)			
	other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide details.	
Name of certificate(s):	none		# credits:	
Name of degree(s):	none		# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	none			
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No			
Have you consulted with the SAC Chair(s) of other program(s)	N/A			
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.				
rouomoun				
Is there any potential impact on	none			
another department or campus? If yes, explain and/or describe the				
nature of acknowledgments and/or				
agreements that have been reached.				
Implementation term:	Next available term a	after approval		
	Specify term AFTER	• •		
Allow 3-4 months to complete the new			heduled. Note: Most LDC	
courses will implement in fall or spring				
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				
Carly Vollet, Peter Haberman (Math SAC co-chair) phaberma@pcc.edu ; carly.vollet@pcc.edu ;				
SAC Administrative Liaison (type name) Email				
Alyson Lighthart	Alyson Lighthart <u>alyson.lighthart@pcc.edu</u>			
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New Course Lower Division Collegiate (LDC)

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

Section #1 Gene	ral Information			
Department:	Math	Submitter	Carl Yao, 503-206-9729,	
		name	xiaolong.yad	o@pcc.edu
		Phone		
		Email		
Course Prefix and Number:	ALC 95D	# Credits:	3	
Course Title:	Math 95 Review – 3 credits	Transcript Title	Math 95 Rev	view
(60 characters max)		(30 characters max)		
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab:	
			Lab: 90 hou	rs
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they		☐ Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
GRADE OPTION	NS: Check as many or as few option	ons as you'd like		
dropdown menu will automatically	ault grade option . What is the defor the CRN. Students who do no be assigned to the default grade details on grade options see the A	t make a choice or option. Call the Co	do not make urriculum Offic	a change in the dropdown menu ce if you have questions 971-722-
	Ţ i	Check all th		Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			\boxtimes
	Audit in consultation with faculty			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Intermediate Algebra (Math 95). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements			

ddendum to ourse escription:

General Education/Discipline Studies Standard Prerequisite Approval						
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum						
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into:	☐ Placement into:					
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co		
None – please explain	This is a lab-based class, where students come in to get help in math. The instructor provides help based on the student's math foundation. This class is very flexible.					

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 quidelines on the curriculum website for more quidance on writing good outcomes. Upon successful completion of this course students will be able to: Learning Outcomes: Choose and perform accurate intermediate-level algebraic computations in a variety of situations (Use observable with and without a calculator. and measurable Solve a problem at home or in an academic or work environment by creating an intermediateverbs) level algebraic expression or equation that represents the situation and find the solution to the problem using correct intermediate-level algebraic steps. • Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions. Creatively and confidently apply intermediate-level algebraic problem solving strategies. • Be prepared for future course work. Course activities and design: (from CCOG) Outcomes Assessment shall include at least two of the following measures: assessment 1. Tests strategies: 2. Attendance 3. Portfolios 4. Individual student conference **Intermediate Algebra (MTH 95)** Course Content: Themes, Themes: Concepts, Functions and function notation Issues and Functions represented as graphs, tables, equations and in words Skills: Connection between symbolic and graphical representations

(from CCOG)

Algebraic simplification of expressions and solving of equations Problem solving and modeling, interpreting results in practical terms Language of graphs

Skills:

Calculator (integrated throughout the course)

Use the home screen carry out arithmetic operations

Use the calculator's table feature to explore functions

Graph functions

Input the appropriate window settings to view the graph

Use calculation tools

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/linimum

ntersect

Understand that the calculator has limitations

Functions

Understand and apply the definition of function

Determine whether one quantity is a function of another algebraically, graphically, numerically and within real life contexts by applying the definition of a function

Domain

Understand the definition of domain (the set of all possible inputs)

Determine the domain of functions represented graphically, algebraically, numerically and verbally

Represent the domain in both interval and set notation, where appropriate

Apply unions and intersections ("and" and "or") when finding and stating the domain of functions

Understand how the context of a function used as a model can limit the domain

Range

Understand the definition of range (set of all possible outputs)

Determine the range of functions represented graphically, numerically and verbally

Represent the range in interval and set notation, where appropriate

Function notation

Evaluate functions with given inputs using function notation where functions are represented graphically, algebraically, numerically and verbally (e.g. evaluate f(7))

Algebraically simplify and distinguish between different examples such as f(x)+2, f(x+2), 3f(x)and f(3x)

nterpret f(a) = b in the appropriate context e.g. interpret f(3) = 5 where f models a real-world function Solve function equations where functions are represented graphically, algebraically, numerically and verbally (i.e.

solve $f(x) = b_{\text{for } x \text{ and solve }} f(x) = g(x)_{\text{for } x \text{ where }} f_{\text{and } g}$ should include but not be limited to linear functions, quadratic functions, and absolute value functions)

Solve function inequalities algebraically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g are

linear functions and f(x) > b and f(x) < b where f is an absolute value function) solve function inequalities graphically (i.e. f(x) > b, f(x) > g(x), and a < f(x) < b where f and g should

include but not be limited to linear functions, and f(x) > b for quadratic and absolute value functions)

Graphs of functions

Use the language of graphs and understand how to present answers to questions based on the graph (i.e. read the xvalue of an intersection to solve an equation and understand that f(2) is a number not a point) Determine function values, solve equations and inequalities, and find domain and range given a graph

Apply function notation to prerequisite skill of finding linear equations given two ordered pairs

Recognize a quadratic equation given in standard form, vertex form and factored form

Solve quadratic equations by completing the square

Find complex solutions to quadratic equations by the quadratic formula or by completing the square

Understand the graphical implications (i.e. when there is a complex number as a solution to a quadratic equation) nterpret the meaning in the context of an application

Quadratic functions in vertex form

Graph a parabola after obtaining the vertex form of the equation by completing the square

Given a quadratic function in vertex form or as a graph, observe the vertical shift and horizontal shift of the

graph
$$y = x^2$$

Connect graphing via vertex form with the prerequisite graphing methods (i.e. axis of symmetry, horizontal intercepts, vertex formula, vertical intercept, points found by symmetry)

Determine the domain and range of quadratic functions algebraically and graphically

Applications

Understanding in context: given a quadratic function in algebraic or graphical form find and interpret, including units, the meaning of the:

ertex as a maximum or minimum

ertical intercept

eroes/horizontal intercepts/roots

hputs and outputs of functions (e.g. f(2) and f(x) = 5)

Clearly define variables including appropriate units

State conclusions to applied problems in complete sentences including appropriate units

Explore quadratic functions graphically using the graphing calculator. Convey results using function notation. Examine the following features:

Vertex

Vertical intercept

Horizontal intercepts

Radical Functions

Understand nth roots

Determine the domain of radical functions with both even and odd roots algebraically and graphically

Determine the range graphically

Understand radicals as expressions with rational exponents and vice versa

Use rational exponents to simplify radical expressions (See addendum)

Practice prerequisite skills of exponents rules in the context of rational exponents

$$\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}$$

Rationalize denominators so students can recognize equivalent expressions (e.g. $\sqrt{2}$

Solve radical equations algebraically and graphically

Verify solutions algebraically

Inderstand that extraneous solutions found algebraically do not appear as solutions on the graph

Solve literal radical equations for a specified variable

Calculator

Approximate radicals as powers with rational exponents

Find the domain and range of radical functions

Solve radical equations graphically

Use graphical solutions to check the validity of algebraic solutions

Rational Functions

Determine the domain of rational functions algebraically and graphically

Simplify rational functions, understanding that domain conditions lost during simplification MUST be noted Rewrite rational expressions by

Canceling factors common to the numerator and denominator

Multiplying

Dividing using both
$$\frac{\frac{a}{b}}{\frac{c}{d}}$$
 and $\frac{a}{b} \div \frac{c}{d}$ notation

implify the following cases where a, b, c, d represent real numbers, linear polynomials or quadratic polynomials:

$$\frac{a}{\frac{b}{c}}$$

$$\frac{\frac{a}{b}}{C}$$
 $\frac{\frac{a}{b}}{\frac{c}{d}}$ and $\frac{c}{d}$. (See addendum)

Adding

Subtracting

Simplifying complex rational expressions

The following forms of complex rational expressions shall be simplified:
$$\frac{a}{c} + \frac{d}{e}$$
, $\frac{a}{c} + \frac{d}{e}$, and $\frac{a}{c} + \frac{e}{f}$

where a, b, c, d, e, and f represent real numbers, linear polynomials in one variable, or quadratic polynomials in one variable. (See addendum.)

Solve rational equations

Check solutions algebraically

Solve literal rational equations for a specified variable

Introduce variables with subscripts

Applications

Solve distance, rate and time problems involving rational terms using well defined variables and stating conclusions in complete sentences including appropriate units

Solve problems involving work rates using well defined variables and stating conclusions in complete sentences including appropriate units

Addendum

Functions should be studied symbolically, graphically, numerically and verbally.

As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.

Function notation is emphasized and should be used whenever it is appropriate in the course.

Students should be required to use proper mathematical language and notation. This includes using equal signs appropriately, labeling and scaling the axes of graphs appropriately, using correct units throughout the problem solving process, conveying answers in complete sentences when appropriate, and in general, using the required symbols correctly.

Students should understand the fundamental differences between expressions and equations including their definitions and proper notations.

All mathematical work should be organized so that it is clear and obvious what techniques the student employed to find his answer. Showing scratch work in the middle of a problem is not acceptable.

Since technology is used throughout the course, there is a required calculator packet for students that gives directions for several graphing calculators. The students should understand the limitations of calculator—i.e. when the calculator gives misleading information. Examples of the calculator's limitations include the following: when finding horizontal intercepts, the calculator sometimes gives something like y = 3E-13; the calculator rounds to 12 or fewer decimal places; some calculators appear to show vertical asymptotes on the graphs of rational functions; it

 $=\frac{1}{x^2}$ touches the *x* axis; the calculator does not show holes on rational function appears that the graph of graphs; the calculator cannot handle very large numbers, e.g. $10^{1000} = \infty_{\rm \,etc.}$

For dividing rational expressions as in 5.3.3 and 5.3.3.1, focus on examples where the letters represent real

$$\frac{3}{\frac{x}{5}} \frac{x-2}{\frac{x}{5}} \qquad \frac{\frac{3x}{4}}{\frac{x}{4x-4}}$$

numbers and linear polynomials. E.g.

	75	
	Exploration of difficult rational exponents, as in 4.5, should be limited. Basic understanding is essential and a deep understanding takes more than one course to develop. Examples should be limited to one or two variables, keeping things as simple as possible while covering all possibilities. E.g. $5x^{\frac{1}{2}}$, $-3z^{-\frac{1}{3}}$, $\frac{2x^{\frac{1}{3}}}{x^{\frac{1}{2}}}$, $4y^{-\frac{1}{2}}y^{\frac{1}{3}}$.	
	As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.	
	In 3.3.1, when solving applications of quadratic equations, a complex solution should be interpreted as the graph never reaching a particular real world <i>y</i> -value.	
	For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where a , b , c , d , e , and f (as above) represent real numbers, linear polynomials in one variable. For $\frac{\frac{1}{x} + \frac{1}{x+2}}{5} = \frac{\frac{2}{3}}{\frac{1}{x} + \frac{5}{2}}$ example, $\frac{\frac{1}{x} + \frac{1}{x+2}}{5} = \frac{\frac{1}{x} + \frac{5}{2}}{\frac{1}{x} + \frac{5}{2}}$ would be good examples.	
Reason for the new course	Some students struggle in a regular MTH95 class, and need to break down MTH95 contents into two terms. This course tailors the curriculum based on each individual student's math foundation, and provides one-on-one help when needed.	

Sect	ion #	2 T	ranet	fera	hiltiv
OCUL	1011 #	·	ıaııəı	СІА	DIILIV

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.

riature of the course, though it will likely fit	nature of the course, thought it will likely not be eligible for Gen Lu status.		
Which OUS school will the course transfer to? List all	none		
How does it transfer Check all that apply	 □ required or support for major □ general education distribution requirement □ general elective □ other (provide details) 		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 		
Identify comparables at Oregon schools	none		
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form ☐ No		

this time?	

Section #3 Additional Information for new LDC courses			
How or where will the course	on campus hybrid		
be taught. Check all that apply	· = '	Modality form, obtain signa	ture and submit)
Is this course in a degree or certificat		a prerequisite? Please pro	vide details
Name of certificate(s):	none	a prorogalollo: Tricado pre	# credits:
Name of degree(s):	none		# credits:
Briefly explain how this course fits	none		" or oute.
into the above program(s), i.e. requirement or elective:	none		
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No		
	Ī		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	N/A		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	none		
Implementation term:	Next available term a	after approval	
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	euhmission	
SAC Chair (type	• •		nail
Carly Vollet, Peter Haberman (Ma	,	phaberma@pcc.edu; c	
SAC Administrative Liais	•		nail
Alyson Lighthart	(type hame)	alyson.lighthart@pcc.edu	

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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	7 5	
⊠ 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 <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information			
Department	Multimedia	Submitter name	Beth Fitzgerald	
		Phone	971-722-5672	
		Email	efitzger@pcc.edu	
Current	MM236	Proposed prefix		
prefix and number		and number		
Current course title	Deliver Digit Video/Audio File	Proposed title (60 characters max)	Video compression and streaming on the Internet	
# Credits	3	Proposed	Video	
		transcript title (30 characters max) Compression/Streaming		
Reason for	Reflects a terminology change in the industry, and would be more		dustry, and would be more	
title change	descriptive of what students get.			

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 preparing video and audio for Internet playback, incorporating the principles of quality video and audio streaming techniques and technology. Introduces adaptation of video and audio	

standard dig software. Co browser pro publically av (UGC) hosti performance computers u players. Pre	or streaming using industry- gital editing and compression overs cross-platform/cross- ojects on both PCC-provided and vailable user-generated content ing services to be tested for e on Macintosh and Windows using various browsers and erequisite: MM 235; CAS 111D; r permission. 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 New learning outcomes (required information for all course revisions) Identify the unique considerations concerning playback and streaming of digital audio and video over the World Wide Web for multiple modes of media delivery. Produce and present digital video and audio optimized for Internet playback by utilizing primary video and audio streaming formats. Evaluate video and audio projects for quality and optimization for multiple modes of media delivery. Relate standards, terminology, and techniques appropriate for a best practices approach to the changing state of the art of video and audio streaming. Reason No Change for change

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

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

Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
Proposed prerequisi If you are NOT changing prerequis	tes, corequisites and con		
Standard prerequisites - WR 115, RD 115			
Placement into:	<u> </u>		
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
	•	•	
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.			
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> 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 Implementation term ☐ 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	
Beth Fitzgerald efitzger@pcc.edu 3/19/13			
SAC Administrative Liaison (type name)	Fmail	Date	

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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 x prerequisites and co-requisites Grade option change	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu
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Section #1 General Information					
Department	Dance	Submitter name	Heidi Dyer		
		Phone	4321		
		Email	heidi.diaz@pcc.edu		
Current prefix and number	D209	Proposed prefix and number	D209		
Current course title	Dance Performance	Proposed title (60 characters max)	Dance Performance		
# Credits	1	Proposed transcript title (30 characters max)	Dance Performance		
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 Proposed Description (required information for all course revisions. Include requisites)			
Offers practical experience in dance rehearsal and performance with a varying focus each term. Requires audition for admission.	Offers practical experience in dance rehearsal and performance with a varying focus each term. Prerequisites: D131B or higher and/or D191B or higher and/or D151 or higher or instructor approval.		

Reason for change	Need to reflect changes in requisites.					
worker, fami are recomm	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.					outcomes
Cur	rent learning outcomes		New lear	ning ou	tcomes	
(require	ed information for all course revisions)					
Reason for change						
prerequisites: If the SAC wa	S: Note: If this course has been approx WR 115, RD 115, and MTH 20 or earnts to set the RD, WR and/or MTH p	quivalen	t placement test sco	res		_
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						
x Placemen	t into: Audition required					
prefix & num	nber:		☐ Prerequisite	Со	requisite	pre/con
prefix & num	nber:		Prerequisite	☐ Corequisite		pre/con
	Proposed prerequisit	tes, core	equisites and conc	urrent		
lf	you are NOT changing prerequisi	ites or c	o-requisites DO N	OTHING	in this ar	ea
Standard	I prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placer	nent test s	cores
☐ Placement into: .						
following: D	nber: must have completed one o 131B, D191B, D151, D230A, D23 00B, or D252 OR have instructor		x Prerequisite	☐ Co	requisite	pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/c		pre/con	
	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					

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 det	ails, who was contacted and the resolution.		
Yes x No			
Implementation term	Next available term after approvalx Specify term (if AFTER the next available term) Fall 2013		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name) Email Date				
Heidi Dyer Heidi.diaz@pcc.edu 3/15/13				
SAC Administrative Liaison (type name) Email Date				
Gene Flores	Gene.flores@pcc.edu	3/15/13		

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Course Revision

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

Section #1 General Information				
Department	Dance	Submitter name	Heidi Dyer	
		Phone	4321	
		Email	heidi.diaz@pcc.edu	
Current prefix and number	D210	Proposed prefix and number	D210	
Current course title	Dance Performance	Proposed title (60 characters max)	Dance Performance	
# Credits	2	Proposed transcript title (30 characters max)	Dance Performance	
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 Proposed Description				
(required information for all course revisions. Include requisites)				
Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research. Requires audition for				

admission.	dmission. instruc			ctor approval.			
Reason for change	Need to reflect changes in requisites.						
worker, fam are recomm	OUTCOMES: Describe what the sily member, community citizen, globended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes		
Cur	rrent learning outcomes		New lear	ning outcomes			
(require	ed information for all course revisions)						
Reason for change							
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or ed ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test sco	res	_		
	Current prerequisites	s, core	quisites and cond	current			
If	you are NOT changing prerequisi	tes or c	o-requisites DO N	OTHING in this ar	ea		
Standard	d prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placement test s	cores		
x Placemen	t into: Audition required						
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con		
prefix & nun	nber:		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:							
				Γ			
prefix & number: WR115 and must have comple one of the following: D131B, D191B, D151, D23 D230B, D290A, D290B, or D252 OR have instructor approval			x Prerequisite	Corequisite	☐ pre/con		
prefix & number:			☐ Prerequisite	☐ Corequisite	pre/con		

	OI .					
	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
communication, correquires you to sub	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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and					
IMPACT ON OTHE	ED DEDARTMENTS AND (NAMBUSES are there change	s boing requested			
that may impact of	other departments or camp	CAMPUSES – are there change puses, such as academic prog puisite for courses or programs	rams that require			
Please provide det	tails, who was contacted and	d the resolution.				
☐ Yes						
x No						
Implementation	□ Next available term	after approval				
term	x Specify term (if AFTE	ER the next available term) Fall 2013				
	Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name)		Email	Date			
Heidi Dyer		Heidi.diaz@pcc.edu	3/15/13			
SAC Administrative Liaison (type name)		Email	Date			
Gene Flores		Gene.flores@pcc.edu	3/15/13			

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course revision 3

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 x prerequisites and co-requisites Grade option change	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu
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Section #1 General Information					
Department	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu		
Current prefix and number	D211	Proposed prefix and number	D211		
Current course title	Dance Performance	Proposed title (60 characters max)	Dance Performance		
# Credits	3	Proposed transcript title (30 characters max)	Dance Performance		
Reason for	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	Proposed Description	
(required information for all course	(include requisites)	
revisions. Include requisites)		
Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process	Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research, presentation, and community interaction.	
through research, presentation, and	Prerequisites: WR115 and D131B or higher and/or	

community i admission.	nteraction. Requires audition for	D191E approv	3 or higher and/or [val.	D151 or higher or	instructor
Reason for change	Need to reflect changes in requis	sites.			
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.					outcomes
	rent learning outcomes ed information for all course revisions)		New lear	ning outcomes	
Reason for change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					ea
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				cores	
x Placemen	t into: Audition required				
prefix & number:			Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			☐ 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					
Placeme	•	and wi	TT 20 or equivalent	t placement test s	00103
prefix & number: WR 115 and must have completed one of the following: D131B, D191B, D151, D230A, D230B, D290A, D290B, or D252 OR have instructor approval		x Prerequisite	☐ Corequisite	☐ pre/con	
prefix & num	• • • • • • • • • • • • • • • • • • • •		Prerequisite	☐ Corequisite	pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates. yes x no				
If yes. 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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
that may impact of	other departments or cam	CAMPUSES – are there change puses, such as academic prog quisite for courses or program	rams that require	
Please provide de	tails, who was contacted an	d the resolution.		
☐ Yes x No				
Implementation	Next available term	Next available term after approval		
term	x Specify term (if AFTER the next available term) Fall 2013			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name) Email Date			Date	
Heidi Dyer <u>Heidi.diaz@pcc.edu</u> 3/15/13			3/15/13	
SAC Administra	ative Liaison (type name)	Email	Date	
Gene Flores Gene.flores@pcc.edu 3/15/13				
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course revision 3

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as number
course number title	Send completed form curriculum@pcc.e
☐ description (include requisites)x outcomes☐ prerequisites and co-requisites	
Grade option change	

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electronically to <u>du</u>

Section #1 G	eneral Information		
Department	Dance	Submitter name	Heidi Dyer
		Phone	4321
		Email	heidi.diaz@pcc.edu
Current prefix and number	D251	Proposed prefix and number	D251
Current course title	Dance Appreciation	Proposed title (60 characters max)	Dance Appreciation
# Credits	4	Proposed transcript title (30 characters max)	Dance Appreciation
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	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Develops an awareness and appreciation of dance in its artistic, social, historical, and cultural contexts. Considers aspects of dance as cultural, spiritual, and aesthetic expression, exploring origins and the related roles of the dancer, choreographer, and spectator. Offers a variety of	Develops an awareness and appreciation of dance in its artistic, social, historical, and cultural contexts. Considers aspects of dance as cultural, spiritual, and aesthetic expression, exploring origins and the related roles of the dancer, choreographer, and spectator. Offers a variety of experiences including the viewing of dance in live and recorded formats, reading about

in live and red dance, discu guest experi	s including the viewing of dance ecorded formats, reading about ussing dance, and hearing from ts. Prerequisites: WR 115, RD TH 20 or equivalent placement	dance, discussing dance, and hearing from guest experts. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.			
Reason for change	n/a				
worker, fami are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citiz	en or lifelong lear	ners), One to six	coutcomes
Cur	rent learning outcomes		New lear	ning outcomes	
	ed information for all course revisions)				
histo danc critiq audid • Gend acad unde integ • Unde a vac refle work	reciate the artistic, social, prical, and cultural contexts of the through observation and que in order to be an informed ence member. The eralize course content to other demic courses so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic courses so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic courses so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic courses so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic course so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic course so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic course so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic course so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic course so that one can erstand and value dance as an gral part of our lives. The eralize course content to other demic course so that one can erstand and value dance as an gral part of our lives.	•	cultural contexts dance as an integoral Determine the aedance using a mointerpretation, an Recognize artistic	c movements in hi	to appreciate es. c value of n, story as
J					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
	Current prerequisite	s, coreq	uisites and cond	current	
lf	you are NOT changing prerequis	ites or co	-requisites DO N	OTHING in this ar	ea
Standard pro	erequisites - WR 115, RD 115 an	d MTH 2	0 or equivalent pl	acement test scor	res
☐ Placeme		T			
prefix & num	nber:		Prerequisite	☐ Corequisite	pre/con
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisi	tes, core	quisites and conc	urrent	

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 ☐ Co	prequisite pre/con	
prefix & number:	☐ Prerequisite ☐ Co	prequisite pre/con	
Is this course used for related instruction? Pleather inventory of related instruction templates.	ease confirm this by reviewing	yes no	
If yes. Check two things: 1) Outcomes – if y communication, computation and/or human re requires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	elations and 2) the hours of stude CTE course form at the same time	ent learning. Then this ne as you submit this	
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or cam this course for their program or as a prere	puses, such as academic prog	rams that require	
Please provide details, who was contacted ar	nd the resolution.		
☐ Yes x No			
ta man	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	
Heidi Dyer	Heidi.diaz@pcc.edu	03/07/13	
SAC Administrative Liaison (type name)	Email	Date	
Gene Flores Gene.flores@pcc.edu 03/07/13			
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Course Revision

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

Section #1 General Information			
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu
Current prefix and number	ECE 134	Proposed prefix and number	
Current course title	Practicum II	Proposed title (60 characters max)	Practicum 2
Reason for title change	Moving from Roman numerical order to Arabic numbering.	Proposed transcript title (30 characters max)	Practicum 2

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

Current Description	Proposed Description
Covers development of basic intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution; schedule and routine planning; fundamental curriculum development; and environmental modification. Prerequisites: ECE 133, ECE122. Corequisite: ECE 130. Recommended Prerequisites: HE 262	Covers development of basic intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution; schedule and routine planning; fundamental curriculum development; and environmental modification. Prerequisites: ECE 133, ECE122. Corequisite: ECE 130B. Recommended Prerequisites: HE 262

Re	ason
for	change

Correct error from "required" to "recommended" prerequisites for HE 262; Amend Corequisite from ECE 130 to ECE 130B

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.					
Current learning outcomes	New learning outcomes				
Demonstrate Practicum II Competencies as specified in the Competencies for the Early Childhood Certificate.	Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children.				
2. Use the knowledge, skills, and abilities acquired in pre- and corequisite coursework to work with	 Use an understanding of the goals, benefits, and uses of assessment, for the development of appropriate goals, curriculum, and teaching strategies for young children. 				
children under the support and supervision of a lead teacher to guide behavior, plan and implement	 Develop positive relationships and supportive interactions with young children in an early childhood environment. 				
curriculum, and manage the early childhood environment.	 Reflect on personal caregiving practices in order to promote positive outcomes for each child. 				
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: ECE 130, HE 262	☐ Prerequisite ☐ Corequisite ☐ pre/con				
prefix & number: ECE 122, ECE 133	☐ Prerequisite ☐ Corequisite ☐ pre/con				
Proposed prerequisites, corequisites and concurrent					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & number: ECE 130B	☐ Prerequisite ☐ Corequisite ☐ pre/con				
prefix & number: ECE 122, ECE 133	☐ Prerequisite ☐ Corequisite ☐ pre/con				

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide det	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation	Next available term after approval				
term		ER 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		
Andrew Garland-F	orshee	andrew.forshee15@pcc.ed	<u>u</u> 03/13/13		
SAC Adm	ninistrative Liaison	Email	Date		
Jen Piper		jennifer.piper1@pcc.edu	03/13/13		

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	
\boxtimes	description (include requisites)	
	outcomes	
	prerequisites and co-requisites	
Gra	de option change	

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu
Current prefix and number	ECE 135	Proposed prefix and number	ECE 135
Current course title	Practicum 3	Proposed title (60 characters max)	Practicum 3
# Credits	3	Proposed transcript title (30 characters max)	Practicum 3
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	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Covers the development of advanced intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally and culturally appropriate methods to support guidance and conflict resolution; development, implementation, and	Covers the development of advanced intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally and culturally appropriate methods to support guidance and conflict resolution; development, implementation, and evaluation of environments and curriculum; and facilitation of classroom management.

evaluation of environments and curriculum; and facilitation of classroom management. Prerequisites: ECE 134, ECE 123. Pre/Corequisites: ECE 124, HEC 201

Prerequisites: ECE 134, ECE 123. Corequisites: ECE 130C Recommended Prerequisites: ECE 124, HEC 201

Reason for change

Correct error from "required" to "recommended" prerequisites for ECE 124 and HEC 201; Amend Corequisite from ECE 130 to ECE 130C.

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

are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.			
Current learning outcome		New learning outcomes	
(required information for a		9	
revisions)			
1. Understand the multiple in	ifluences on		
early development and learning in order to support	vouna		
children and families.	young		
2. Support the engagement of	of families		
and communities in the			
education of young children	through		
respectful, reciprocal			
relationships. 3. Use assessment partnersh	nine with		
families and with profession			
colleagues to build effective			
environments for young			
children.			
4. Use a broad repertoire of			
developmentally appropriate teaching/learning approaches to support			
young children's learning.			
5. Use knowledge of appropriate early			
learning standards, and other			
resources to design, implement, and			
evaluate developmentally meaningful and challenging	curriculum		
for individual children.	Curriculain		
6. Apply knowledgeable, refl	ective, and		
critical perspectives on early			
education to caregiving prac			
young children birth – 5 year	S.		
Reason No change.			
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

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 M	ΓΗ 20 or equivalen	t placer	nent test s	cores
Placement into: .					
prefix & number: ECE 134, ECE 123.			Со	requisite	☐ pre/con
prefix & number: ECE 124, HEC 201		Prerequisite	Со	requisite	⊠ pre/con
Proposed prerequisite If you are NOT changing prerequisit		•		3 in this ar	ea
Standard prerequisites - WR 115, RD 115		•			
Placement into: .					
prefix & number: ECE 134, ECE 123.			Со	requisite	☐ pre/con
prefix & number: ECE 130C		Prerequisite	⊠ Co	requisite	☐ pre/con
Is this course used for related instruction? Ple the inventory of related instruction templates.	ease co	onfirm this by review	wing	☐ ye. ⊠ 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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide details, who was contacted and the resolution.					
☐ Yes ☑ No					
Implementation term Next available term after approval Specify term (if AFTER the next available term)					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name)		Email		Date	
Andrew Garland-Forshee andrew.forshee15@pcc.edu 03/13/13					
SAC Administrative Liaison (type name)		Email Date			Date

Jen Piper <u>jennifer.piper1@pcc.edu</u> 03/13/13	Jen Piper	jennifer.piper1@pcc.edu	03/13/13
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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
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Section #1 General Information			
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Forshee 971-722-4027
Current prefix and number	ECE 265	Proposed prefix and number	
Current course title	Practicum 5	Proposed title (60 characters max)	
# Credits	4.0	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 Proposed Description			
(required information for all course revisions. Include requisites)			
Covers advanced level skills to work with children birt – 5 in a community field placement setting. Includes developmental theory, developmentally and culturally appropriate practices, and individually responsive methods to support guidance and conflict resolution. Covers the			

development, implementation, and evaluation of environments and curriculum, classroom management, family and community relationships, professional frameworks and resources, and professionalism. Department permission. Prerequisite: ECE 264 Corequisite: ECE 260, ECE 224, ECE 236

management, family and community relationships, professional frameworks and resources, and professionalism. Department permission. Prerequisite: ECE 264. Corequisite: ECE 260B. Recommended Prerequisites: ECE 224, ECE 236

Reason for change

Corrected error from "required" to "recommended" prerequisites for ECE 224, ECE 236; Amend corequisite from ECE 260 to ECE 260B

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.

are recommended See the course outcomes guidance on <u>writing good outcomes</u> .	s guidelines on the curriculum webpage for more
Current learning outcomes (required information for all course revisions)	New learning outcomes
 Support and engage families and communities through respectful, reciprocal relationships in early childhood environments. 	
 Involve families and communities in young children's development and learning. 	
3. Apply appropriate and responsible assessment to promote positive outcomes for each child.	
4. Use central concepts, inquiry tools, and structures of content areas or academic disciplines to support young children's learning.	
5. Understand and follow ethical standards and other early childhood professional guidelines.	
 Apply principles of informed advocacy for young children and the early childhood profession. 	

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					
	Opt out form.	isites at a lower level,	you will need to use the		
lí	Current prerequisites, cor f you are NOT changing prerequisites or	•			
Standar	d prerequisites - WR 115, RD 115 and M	1TH 20 or equivalen	t placement test scores		
☐ Placeme	ent into: .				
prefix & nui	mber: ECE 264, ECE 200	□ Prerequisite	☐ Corequisite ☐ pre/con		
prefix & nui	mber: ECE 260, ECE 224, ECE 236	Prerequisite	☐ Corequisite ☐ pre/con		
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
Standar	d prerequisites - WR 115, RD 115 and M	1TH 20 or equivalen	t placement test scores		
☐ Placeme	ent into: .				
prefix & nui	mber: ECE 264, ECE 200		☐ Corequisite ☐ pre/con		
prefix & nui	mber: ECE 260B	Prerequisite	☐ Corequisite ☐ pre/con		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACTO	N OTHER DEPARTMENTS AND CAME	UISES are there	changes being requested		
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide details, who was contacted and the resolution.					
	<mark>/es</mark> lo				
Implementa term	Next available term after Specify term (if AFTER the	• •	m) Spring 2013		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission			
SAC Chair (type name)	Email	Date	
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	03/13/13	
SAC Administrative Liaison (type name)	Email	Date	
Jennifer Piper	jennifer.piper1@pcc.edu	03/13/13	

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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	Section #1 General Information					
Department: CIS		Submitter name	Terry Foty			
			phone and email	x 4070		
Prefix and Course Number:	CIS287	X	Credits:	4	4	
Course Title: (60 characters max)	Microsoft Exchange Management		Transcript Title (30 characters max)	Microsoft Exchange Management		
Can this course be	⊠ No	How many	Contact hours:	Lecture:	3	
repeated? PCC default is 0	☐ Yes	times?	PER	Lec/lab:		
repeats			QUARTER	Lab: 3		
If the course is repeatable then provide a compelling argument.						
Is this course equiva			Yes	Prefix, nur	nber and title:	
have the same desc	ription, ou	tcomes and credit.	⊠ No			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.						
7616. To more astalle on grade options see the res			Check all that		Default (Choose one)	
A-F (letter grade)			\boxtimes			
Pass/No pass						
Audit in consultation with faculty						
Course or program fee: (Identify only fees which are independent of the standard lab fee)						
Course Description: 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)						
Prepares students for an entry-level position as a systems administrator for a network						
utilizing Microsoft Exchange Server for email administration. Focuses on the knowledge and						
skills necessary to design, install, configure and manage a Microsoft Exchange Server email						
system. Prerequisite CIS 240M, or instructor permission.						
Addendum to course description:						

• •	orequisite and concurrent course ox to activate dialog box)	e(s)		
	es - WR 115, RD 115 and MTH 20	or equivalent place	ment test scores	
Placement into:	,	☐ Placement into		
course prefix & number:	CIS240M		☐ Corequisite	pre/co
course prefix & number:		Prerequisite	☐ Corequisite	pre/co
LEARNING OUTCOMES:	Describe what the student will be	able to do "out the	re" (in their life role	es as worker,
	nity citizen, global citizen or lifelon			
Outcomes: (Use	idelines on the curriculum website 1. Install & configure			utcomes.
observable and	1. Instan & configure	Exchange server		
measurable verbs)	2. Manage exchange of	latabases and tran	saction logs	
	3. Monitor, troublesho	oot backun and re	ecover evchange s	erver
	3. Wolltof, troubleshe	ot, backup and re	cover exchange s	CIVCI
Course activities and	This course is presented by m	eans of:		
design: (from CCOG)	. on-campus lectures or on-line lessons			
	. class discussions			
	. individual lab assignments . group lab assignments.			
	Students will be required to use essential tools to complete the lab			
assignments. Outcomes assessment Other assessment shelpes include				
Outcomes assessment strategies:	Other assessment choices include Contextual written tasks in or outside of class			
(from CCOG)	. Individual or group projects			
	Class presentations Quizzes and/or examinations			
Course Content:	Understand the Exchange Ser		trator's iob	
Themes, Concepts,	. Learn how to install, configure, and maintain Exchange Server 2010			
Issues and Skills: (from CCOG)	. Configure connectors and client access, and work with recipients and			
	mailboxes . Set up security, including antivirus and anti-spam, and configure			
	message compliance			
	. Plan for backup and recovery			

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.	Skills related to Microsoft Exchange, a widely utilized messaging platform will benefit graduates of the CIS program in job hunting	
Will this new course be part of an existing, currently approved PCC certificate ☐ Yes		

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and/or degree?	□ No			
Name of certificate(s):		# credit:		
Name of degree(s):	Associate of Applied Science Network Administration	# credit:		
Will this new course be part of	a new, proposed PCC certificate or degree?	☐ Yes ☑ No		
Name of new certificate(s):		# credit:		
Name of new degree(s):		# credit:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Is this course used to suppl	y related instruction for a certificate?	☐ Yes ⊠ No		
If no is selected continue to	part three.			
If yes is selected complete office website, www.pcc.ed	the Related Instruction in CTE Courses form availu/curriculm.	able on the curriculum		
·				
Section #3 Additional Inform	nation for new CTE courses			
How or where will the course be taught. Check all that apply	 □ on campus □ hybrid □ on-line (complete signature and submit to the DL office) □ other (explain) 	gnature and submit to the DL office)		
Transferability: Will this course transfer to another academic institution? Identify	No			
Impact on other Programs a	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? No				

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None	
Implementation term:	Next available term after approval	
	☐ 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.			
SAC Chair	Email	Date	
Terry Foty	tfoty@pcc.edu	4/4/2013	
SAC Administrative Liaison	Email	Date	
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	4/4/2013	

New Course Lower Division Collegiate (LDC)

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Section #1 General Information				
Department:	PE	Submitter name Phone Email	Darlene Staley X 7286 dstaley@pcc.edu	
Course Prefix and Number:	PE 184N	# Credits:	1	
Course Title: (60 characters max)	Physical Activity for Weight Control II	Transcript Title (30 characters max)	Physical Activity for Weight Control II	
Can this course be repeated? PCC default is 0 repeats	☐ No ☑ Yes How many times? 1	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab:	
If the course is repeatable then provide a compelling argument.			To continue lifestyle of a	changing behavior to a healthier ctivity.
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x☐ 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.			a change in the dropdown menu ce if you have questions 971-722-	
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)		\boxtimes	
	Pass/No pass			
Audit in consultation with faculty				
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.			s <i>tudents".</i> Include any	
Course Description: (field will expand as needed)	Course Course Course Continues as an independent and progressive activity program for overweight and/or older students who have taken PE182W. Recommended for those students who would like help with weight control through activity.			

Addendum to	Students p
Course	It is recomr
Description:	

Students provide appropriate sport clothing for activity.

t is recommended that students have doctors permission for participation.

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:		☐ Place	ment into:		
course prefix & number:		Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:		Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:			Prerequisite	Corequisite	☐ pre/co
None – please explain					

worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable verbs)	Maintain improved physical and cardiovascular conditioning to help obtain/maintain healthy body composition using the FITT Principles (Frequency, Intensity, Time and Type of Exercise.) Develop a lifelong fitness, health and wellness program. Continue to recognize triggers and introduce stress reducing skills to help with relapse prevention. Learn to use online log to track nutrition.
Course activities and design: (from CCOG)	Apply present physical condition to appropriate physical activity levels. Apply stress reduction techniques, eating strategies and time management to avoid relapse. Maintain physical activity log and food journal. Fitness testing for cardiovascular endurance and body composition.
Outcomes assessment strategies:	Pre/Post physical activity and body composition testing. Individual fitness participation. Personal physical activity log and journal. Participation in discussion assignments. Assignments and quiz over course requirements and syllabus.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Calories expenditure/balance Identification of events that cause relapse. Plan for relapse or plateau Relaxation techniques Stress reduction Eating strategies. Balanced exercise program Target heart rate Appreciation of Benefits of lifelong activity and healthy eating

Reason for the new course	To continue where Physical Activity for Weight Control left off. To allow students more time and different material to make positive lifestyle changes.

Section #2 Transferabiltiy			
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.			
Which OUS school will the course transfer to? List all	y net 20 oilgino 10: 00: 20 oildino:		
How does it transfer Check all that apply	required or support for major general education distribution requirement general elective other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence		
Identify comparables at Oregon school	ls l		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No		
Section #3 Additional Information for r			
How or where will the course be taught. Check all that apply	 on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain) 		
Is this course in a degree or certificate	as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	# credits:		
Name of degree(s):	# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			

Impact on other Programs and Departments

Are there similar courses existing in no

other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.			
Implementation term:	☐ Next available term a	ofter approval	
implementation terms		• •	
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	
Levi Query		lquery@pcc.edu	
SAC Administrative Liaison (type name)		Email	
Jen Piper		Jennifer.piper1@pcc.edu	
	This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor		

New Course Career Technical Education (CTE)

Section #1 General Information						
Department:	Fitness Technology		Submitter name phone and email	Tanya Litt X4043 tanya.littre	ell@pcc.edu	
Prefix and Course Number:	FT 180		Credits:			
Course Title: (60 characters max)	Fitness Technology Internship Preparation		Transcript Title (30 characters max)	Fit Tech I	ntern Prep	
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 'Lec/lab:	10	
If the course is repeatable then provide a compelling argument.						
			☐ Yes ☑ No	Prefix, nun	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options of Choose the default grade option. What is the default dropdown menu for the CRN. Students who do not may will automatically be assigned to the default grade option.			ault grade? This will make a choice or do ption. Call the Curri	not make a culum Office	change in the dropdown menu if you have questions 971-722-	
7813. For more details on grade options see the A			Check all that		Default (Choose one)	
		A-F (letter grade)				
		Pass/No pass	\boxtimes			
A	udit in cor	nsultation with faculty				
Course or program f are independent of t						
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)						
Develops essential skills for successful internship site procurement. Focuses on company research,						
interviewing techniques, and resume and cover letter generation. Prerequisite: FT 101. Audit available.						
Addendum to course description:						

	112	+		
Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
☐ Standard Prerequisite	es - WR 115, RD 115 and MTH 20	or equivalent place	ement test scores	
☐ Placement into:		☐ Placement into	o:	
course prefix & number:	FT 101	□ Prerequisite	☐ Corequisite	pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	pre/co
LEARNING OUTCOMES:	Describe what the student will be	able to do "out the	re" (in their life role	es as worker.
	nity citizen, global citizen or lifelor			
	idelines on the curriculum website			
Outcomes: (Use observable and measurable verbs)	A. Use professional skills obtained in FT 180 to secure an internship site and enroll in FT 280.			
Course activities and design: (from CCOG)				
Outcomes assessment strategies:	Attendance and particiWritten assignments (r	•	pplications)	
(from CCOG)				
Course Content:	Conduct research and	interviews at 3 di	fferent sites in the	e health, fitness,
Themes, Concepts, Issues and Skills:	wellness industry			
(from CCOG)	2. Use the FIND model to		•	
	 Prepare an internship a up/thank you letter. 	application, resun	ne, cover letter, a	nd follow-
	4. Exhibit generate intern	ship-specific lear	ning objectives ar	nd activities
	5. Investigate special pro	ject opportunities	5	
	6. Professional business v	vriting (resumes,	cover letters, etc.)
	7. Pre-interview prep and	l interviewing skil	ls	
	8. Research self, industry	, business		
	9. Professionalism			
	10. Decision making			
Section #2 Function of	of the new course within an exis	ting and/or new p	rogram(s)	

Section #2 Function of the new course within an existing and/or new program(s)				
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.				
Rationale for the new course.	Rationale for the new course. To assist students in successfully obtaining a quality internship location.			
Will this new course be part of an eand/or degree?	⊠ Yes □ No			
Name of certificate(s): Healthy Older Adult Fitness – Career Pathways Certificate; Fitness Technology Certificate		# credit: 25; 47 Changes each to 26; 48		
Name of degree(s): Fitness Technology AAS		# credit:90		

1000 100 100				
Will this new course be part o	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:		e in		
Is this course used to supp	y related instruction for a certificate?	☐ Yes ⊠ No		
If no is selected continue to	part three.			
	the Related Instruction in CTE Courses form	available on the curriculum		
Section #3 Additional Infor	nation for new CTE courses			
How or where will the course be taught. Check all that apply	☐ on campus☐ hybrid☒ on-line (consignature and submit to the DL office)☐ other (explain)	nplete DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify	course transfer to another academic			
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 No cat are ction of			
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 and Yes; Other CTE programs offer an internship seminar course will focus on pre-internship skills securing the internship location instead of learning outcomes duri internship term.		pre-internship skills and		
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 Gerontology due to our partnership with co-deg Chair and Dept. Chair, Jan Abushakrah, has be course and requirement.		•		
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	Gerontology due to our partnership with co-degrees and co-certificates. SAC Chair and Dept. Chair, Jan Abushakrah, has been informed of this new course and requirement.			
Implementation term:				

	110
	Specific term AFTER next available:
Allow 3-4 months to compl	ete 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					
Tanya Littrell <u>tanya.littrell@pcc.edu</u> 4/11/13					
SAC Administrative Liaison (type name) Email Date					
Jennifer Piper <u>jennifer.piper1@pcc.edu</u> 4/11/13					

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Course Revision

Check all that to open the to course title	number	number Send comp	leted form electronically to um@pcc.edu		
outcom	•				
Grade option	n change				
Section #1 G	General Information				
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu		
Current prefix and number	FT 280	Proposed prefix and number			
Current course title	CE: Fitness Technology	Proposed title (60 characters max)			
Reason for title change		Proposed transcript title (30 characters max)			
description v	ESCRIPTION: To be used in the with an active verb. Include record prerequisites, please skip this so	nmendations in the	e description. Note: if you are only		
	Current Description	Ī	Proposed Description		
for Fitness T 3rd term star	juired practicum experiences echnology majors. Required: nding, current First Aid and ertifications, and instructor	_ _			
Reason for change	Adding internship preparation co	course (new course FT 180) as a 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), 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. Acquire knowledge regarding future employment opportunities in the fitness industry. B. Apply knowledge obtained from previous Fitness Technology courses in an actual job setting. C. Design and implement fitness-related programs or projects in a job setting. 					
Reason for change					
REQUISITES: Note: If this course has been approved prerequisites: WR 115, RD 115, and MTH 20 or equiv If the SAC wants to set the RD, WR and/or MTH prere Prerequisite Opt out form.	·				
Current prerequisites, of	corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and	d MTH 20 or equivalent placement test scores				
	ing, first aid and CPR/AED certifications, and				
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
Proposed prerequisites,	corequisites and concurrent				
Standard prerequisites - WR 115, RD 115 and	d MTH 20 or equivalent placement test scores				
☐ Placement into: "Requires third term standing, first aid and CPR/AED certifications, and instructor permission".					
prefix & number: FT 180					
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con				
Is this course used for related instruction? Pleas reviewing the inventory of related instruction tem	, , ,				
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.					

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

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

Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair	Email	Date			
Tanya Littrell	tanya.littrell@pcc.edu	4/11/13			
SAC Administrative Liaison	Email	Date			
Jennifer Piper	jennifer.piper1@pcc.edu	4/11/13			

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			
\boxtimes	description (include requisites)			
\boxtimes	outcomes			
	prerequisites and co-requisites			
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 General Information						
Department	Education	Submitter name Phone Email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu			
Current prefix and number	ED111	Proposed prefix and number	ED111			
Current course title	Selection of Library Materials	Proposed title (60 characters max)	Library Collection Development			
# Credits	3	Proposed transcript title (30 characters max)	Collection Development			
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 Proposed Description (required information for all course (include requisites) revisions. Include requisites) Provides an introduction to the selection and Introduces to the selection and evaluation of library evaluation of library materials. Covers library materials with a focus on library standards, collection standards, selection policies, verification tools, development policies, censorship, intellectual freedom, and censorship and copyright laws. This course will copyright. Explores assessment of print and electronic present materials that are used in library resources, user needs, and selection tools. operation and in general usage. Students will learn to evaluate and use both print and non-

		1			
print material	S.				
Reason for change To clarify the intent of the course to cover selection of library materials as well as other issues related to collection development in libraries.				ell as other	
worker, fami are recomm	OUTCOMES: Describe what the ily member, community citizen, glended See the course outcomes writing good outcomes.	obal citi	zen or lifelong lea	rners), One to six	coutcomes
Cur	rent learning outcomes		New lear	rning outcomes	
	ed information for all course revisions)			·	
stand 2. Defin 3. Defin sever librar 4. Ident verifit 5. Discurelate 6. Ident and h	e and discuss current library lards e and discuss the ALA bill of rights e and discuss selection policies of ral regional public and school	 selection. Analyze collection development policies. Evaluate print and electronic materials, with the aic of various selection tools used in libraries. Articulate censorship and intellectual freedom 			es. , with the aid ies. reedom ries and
	To provide students with the skills development activities within libra				on
prerequisites	S: Note: If this course has been approx WR 115, RD 115, and MTH 20 or ea ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test sco	res	J
	Current prerequisite	s, core	quisites and cond	current	
lf	you are NOT changing prerequisi	tes or c	co-requisites DO N	OTHING in this ar	ea
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	nt into: .				
prefix & num	nber:		Prerequisite	☐ Corequisite	pre/con
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	pre/con
	Proposed prerequisites, corequisites and concurrent				

If you are NOT changing prerequisit	es or c	o-requisites DO N	OTHING	in this ar	ea	
Standard prerequisites - WR 115, RD 115 a	and M	ΓΗ 20 or equivalen	t placen	nent test s	cores	
Placement into: .						
prefix & number: ED113		□ Prerequisite	Со	requisite	pre/con	
prefix & number: CAS133		□ Prerequisite	Со	requisite	pre/con	
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ase co	onfirm this by revie	wing	☐ ye:		
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human refrequires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	lations CTE co	and 2) the hours o ourse form at the sa	of stude ame tim	nt learning e as you s	. Then this submit this	
that may impact other departments or camp this course for their program or as a prerequent	puses,	such as academ	ic prog	rams that		
Please provide details, who was contacted and	d the re	esolution.				
Yes No CAS 133 is already a prerequisite for other courses in the Library Media Assistant certificate.					dia Assistant	
Implementation	after a	pproval				
term Specify term (if AFT)						
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu		pefore scheduling t	he cour	se. See th	ne timeline	
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name) Email Date						
Tanya Mead tmead@pcc.edu 3/10/2013						
SAC Administrative Liaison (type name) Email Date						
Dan Wenger dan.wenger1@pcc.edu 3/10/2013						
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.						

New Course Career Technical Education (CTE)

Section #1 General Information							
Department:	Education		Submitter name phone and email		sley, 971-722-5229, ley@pcc.edu		
Prefix and Course Number:	ED113		Credits:	3			
Course Title: (60 characters max)	Introduction to Library and Information Services		Transcript Title (30 characters max)	Intro Library/Info Services			
Can this course be repeated? PCC default is 0 repeats	No How many times? 0		Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:	0		
If the course is rep compelling argume		hen provide a	N/A				
Is this course equiva			☐ Yes ☑ No	Prefix, nur	Prefix, number and title:		
GRADE OPTIONS: Check as many or as few option Choose the default grade option. What is the default oppdown menu for the CRN. Students who do not rewill automatically be assigned to the default grade options. For more details on grade options see the Action of the control option of the control option option option.		ault grade? This will make a choice or do option. Call the Curri	not make a	change in the dropdown menue if you have questions 971-722-			
<u> </u>			Check all tha	t apply	Default (Choose one)		
		A-F (letter grade)					
		Pass/No pass					
A	udit in cor	nsultation with faculty					
Course or program f are independent of t			N/A				
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)							
libraries, different typ	oes of libra		ry staff, and the evo	lving purpos	des an overview of the history of se, function, and services of ance.		
Addendum to cour	se descri	ption:					

Identify prerequiste, corequisite and concurrent course(s)						
(double click on check box to activate dialog box)						
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
course prefix & number: LIB101						
course prefix & number:						

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. 1. Discuss the history of libraries and their current purpose in today's society. Outcomes: (Use observable and 2. Identify and describe different types of libraries and their functions. measurable verbs) 3. Define the roles of library staff and explain how they contribute to different library services, such as reference, access, and acquisitions in order to choose a career pathway. 4. Explain how different professional library associations support libraries and library 5. Explain how different library organizations are governed and funded. 6. Articulate, promote, and advocate for the ethical principles and values of libraries, including the Library Bill of Rights and the ALA Code of Ethics, freedom of information, confidentiality of library records, and privacy issues. 1. Active exploration of different types of libraries, library associations, and library Course activities and design: (from CCOG) staff roles through observation, reflection, and analysis. 2. Create a library's mission statement. 3. Write an argument for the purpose of libraries in today's society. 4. Identify library jobs and the skills needed to work in those jobs. 5. Interactive class discussions. 6. Individual and group activities, projects, and presentations. 1. Demonstrate knowledge of various aspects of library and information services Outcomes assessment strategies: through class discussions, activities, projects, and presentations. (from CCOG) 2. Actively participate in class discussions. 3. Actively collaborate with others to complete group activities, projects, and presentations. 4. Complete class activities, projects, and presentations on time.

- 1. History, purpose, and advocacy of libraries.
- 2. Types of libraries, library staff roles, and library associations.
- 3. The governance and funding models of libraries.
- 4. Ethical principles and values of libraries.

Section #2 Function of the	new	course within an existing and/or new program	n(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.		To provide students with an overview of libraries and library work, including the ethical principles and values that guide libraries and library staff. This course also explores the different types of libraries, how they serve various communities, and possible careers within libraries.			
Will this new course be part of an eand/or degree?		existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):		Library Assistant	# credit: 44		
Name of degree(s):		N/A	# credit:		
Will this new course be part or	f a ne	ew, 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 course will be a required, introductory course for the Library Assistant certificate			
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/curriculm.					
, 1	omee woodie, www.poc.oud/ournoum.				
Section #3 Additional Inforr	natio	on 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		e DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify					
Impact on other Programs	and I	Departments			
Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details					

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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.	No.
Identify and consult with Sacourse duplication, prerequ	AC chairs who may be impacted by this course such as content overlap, uisite, enrollment, etc.
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	LIB101 prerequisite has been discussed with Library SAC Chair Torie Scott and she has agreed to having LIB101 as a prerequisite for this certificate. WR121 is already an existing prerequisite for the existing Library Assistant certificate courses.
Is there any potential impa	ct on another department of campus?
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.
Implementation term:	☐ Next available term after approval
	Specific term AFTER next available: Winter 2014
Allow 3-4 months to compl	ete the new course approval process before the course can be scheduled.

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Tanya Mead	tmead@pcc.edu	3/10/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	3/10/2013		

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			
\boxtimes	title			
\boxtimes	description (include requisites)			
\boxtimes	outcomes			
\boxtimes	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 G	eneral Information		
Department	Education	Submitter name Phone Email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu
Current prefix and number	ED114	Proposed prefix and number	ED114
Current course title	Reference Materials	Proposed title (60 characters max)	Library Reference Services
# Credits	3	Proposed transcript title (30 characters max)	Reference Services
Reason for title change	To update the focus of the co which will include the evalua		e services provided in libraries, materials.

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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Introduces reference materials and sources as Introduces reference services and information resources. well as reference procedures in the library. Focuses on the evaluation of reference resources in various Overview and evaluation of standard reference formats and exploration of searching tools and how they sources in print format as well as electronic work. Emphasizes designing efficient search strategies. format is central. Learn to design search conducting effective reference interviews, and providing strategies for efficient location of information quality reference service. and to conduct effective reference interviews.

Re	ason
for	change

To clarify the intent of the course to cover reference services provided in libraries along with the evaluation of reference materials.

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)

Distinguish between basic categories and uses of reference materials.

- Use standard reference sources including dictionaries, encyclopedias, almanacs, handbooks, directories, geographical sources, bibliographic sources, government documents, and indexes to answer simple and complex queries
- 3. Develop search strategies to respond effectively and efficiently to various reference questions
- 4. Understand the basic architecture of search engines and databases in order to maximize search results.
- 5. Begin to develop proficiency in using online and CD-ROM databases
- 6. Learn to evaluate sources as to authority, audience and utility and the use of review sources
- 7. Begin to develop proficiency in reference interviewing+
- 8. Perform basic internet and electronic database searching

New learning outcomes

- Demonstrate proficiency in searching different reference sources to respond effectively and efficiently to various reference questions.
- 2. Evaluate sources according to authority, audience, and utility.
- Develop basic proficiency in conducting reference interviews.
- 4. Articulate different models of reference service and how library staff provide those services.

Reason for change

To provide students with the skills and knowledge needed to provide the reference services that currently exist within libraries and to remove outdated language.

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

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

Current prerequisites, corequisites and concurrent

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

Placement into:

İ		☐ 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					
	juisites - WR 115, RD 115 a	•			
☐ Placement into:					
prefix & number: E	D113	□ Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number: E	D118	□ Prerequisite	☐ Corequisite	☐ pre/con	
	for related instruction? Pleated instruction templates.	ase confirm this by review	wing		
communication, cor requires you to sub-	things: 1) Outcomes – if yomputation and/or human related instruction in (mit a related instruction in (mit). Visit the comprehensive	lations and 2) the hours o	of student learning ame time as you	g. Then this submit this	
that may impact of	R DEPARTMENTS AND C ther departments or camp eir program or as a prereq	ouses, such as academ	ic programs that		
Please provide details, who was contacted and the resolution.					
Please provide deta	ails, who was contacted and	d the resolution.			
☐ Yes ☐ No	alls, who was contacted and	d the resolution.			
☐ Yes ☑ No Implementation	Next available term	after approval	m) Fall 2012		
☐ Yes ☑ No Implementation term	☐ Next available term a☑ Specify term (if AFT)	after approval ER the next available terr		he timeline	
☐ Yes ☐ No Implementation term Allow 4-6 months to	Next available term	after approval ER the next available terr ocess before scheduling t		he timeline	
☐ Yes ☐ No Implementation term Allow 4-6 months to	☐ Next available term a☑ Specify term (if AFT)○ complete the approval pro	after approval ER the next available terr ocess before scheduling t		he timeline	
☐ Yes ☐ No Implementation term Allow 4-6 months to	Next available term a Specify term (if AFT) complete the approval pro ails. www.pcc.edu/curriculu	after approval ER the next available terr ocess before scheduling t		he timeline	
☐ Yes ☐ No ☐ No ☐ Implementation term Allow 4-6 months to for approval for deta Section # 2 Departr	Next available term a Specify term (if AFT) complete the approval pro ails. www.pcc.edu/curriculu	after approval ER the next available terr ocess before scheduling t um	he course. See t	he timeline	
☐ Yes ☐ No ☐ No ☐ Implementation term Allow 4-6 months to for approval for deta Section # 2 Departmentation term This proposal has be	Next available term a Specify term (if AFT) complete the approval pro ails. www.pcc.edu/curriculument Review	after approval ER the next available terr ocess before scheduling t um	he course. See t	he timeline Date	
☐ Yes ☐ No ☐ No ☐ Implementation term Allow 4-6 months to for approval for deta Section # 2 Departmentation term This proposal has be	Next available term a Specify term (if AFT) complete the approval proails. www.pcc.edu/curriculument Review	after approval ER the next available terr cess before scheduling t um evel and approved for sul	he course. See t	Date	
Yes No Implementation term Allow 4-6 months to for approval for deta Section # 2 Departr This proposal has b SAC Cha	Next available term a Specify term (if AFT) complete the approval proails. www.pcc.edu/curriculument Review	after approval ER the next available terr cess before scheduling t um evel and approved for sul	bmission 3/10/201	Date	
Yes No Implementation term Allow 4-6 months to for approval for deta Section # 2 Departr This proposal has b SAC Cha	Next available term a Specify term (if AFT) complete the approval proails. www.pcc.edu/curriculument Review peen reviewed at the SAC leair (type name)	after approval ER the next available terr ocess before scheduling t um evel and approved for sul Email tmead@pcc.edu	bmission 3/10/201	Date 3 Date	

New Course Career Technical Education (CTE)

Section #1 General Information						
Department:	Education		Submitter name phone and email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Prefix and Course Number:	ED118		Credits:	3		
Course Title: (60 characters max)	Customer Service & Communication in Libraries		Transcript Title (30 characters max)	Cust Serv & Comm in Libraries		
Can this course be	⊠ No	How many	Contact hours:	Lecture: 30		
repeated?	☐ Yes	times? 0	PER	Lec/lab:		
PCC default is 0 repeats			QUARTER	Lab:		
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ☑ No	Prefix, nur	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 dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropd will automatically be assigned to the default grade option. Call the Curriculum Office if you have question 7813. For more details on grade options see the Academic Standards and Practices Handbook.				change in the dropdown menu e if you have questions 971-722-		
			Check all that		Default (Choose one)	
A-F (letter grade)			\boxtimes			
Pass/No pass						
А	udit in cor	nsultation with faculty				
Course or program fee: (Identify only fees which are independent of the standard lab fee)			N/A			
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)						
Examines communication, customer service and teamwork models within libraries. Focuses on developing practical skills for working in libraries, such as conflict resolution and interpersonal skills. Prerequisites: WR121 & LIB101						
Addendum to course description:						

Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☑ Placement into: WR121	☐ Placement int	0:			
course prefix & number: LIB101	☐ 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. 1. Actively encourage and participate in teamwork with library colleagues. Outcomes: (Use observable and 2. Seek, offer, receive, and apply constructive feedback from library colleagues and measurable verbs) users. 3. Use appropriate communication styles with others in the library when listening, communicating (verbally and nonverbally) and writing. 4. Apply conflict resolution methods in a positive and productive manner and recognize when a situation should be referred to a library supervisor. 5. Model and promote approachable, respectful, and equitable behaviors and attitudes with library colleagues and users. Support and participate in decision-making processes, including providing timely, accurate, and critical information to library colleagues, as needed. 1. Active exploration of library service policies and patron interactions through Course activities and design: (from CCOG) observation, reflection, analysis, and research. 2. Practice communication styles, conflict resolution, and collaborative behaviors. Interactive class discussions. 4. Individual and collaborative group activities, projects, and presentations. Demonstrate knowledge of communication, teamwork, and customer service Outcomes assessment strategies: models used in a library setting through class discussions, activities, projects, and (from CCOG) presentations. 2. Actively participate in class discussions. 3. Actively collaborate with others to complete group activities, projects, and presentations. 4. Complete class activities, projects, and presentations on time. Course Content: 1. Communication, including verbal, nonverbal, listening, and writing skills. Themes, Concepts. 2. Teamwork, including collaborating with others on projects and tasks, as well as Issues and Skills: seeking, receiving and providing feedback. (from CCOG) 3. Customer service, including conflict resolution and treating other respectfully and equitably.

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.		To provide students with practical skills for working within a library, which involves public service skills and the ability to work with effectively colleagues.		
Will this new course be part of and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No	
Name of certificate(s):		Library Assistant	# credit: 44	
Name of degree(s):		N/A	# credit:	
Will this new course be part o	f a ne	ew, proposed PCC certificate or degree?	☐ Yes ☑ No	
Name of new certificate(s):			# credit:	
Name of new degree(s):			# credit:	
Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:		This course will be a required course for the Library Assistant certificate		
Is this course used to supp	ly rel	ated instruction for a certificate?	Yes	
If no is selected continue to	o nar	t throo	⊠ No	
If yes is selected complete	the	Related Instruction in CTE Courses form availa	able on the curriculum	
office website, www.pcc.ed	du/cu	rriculm.		
Section #3 Additional Infor	matic	on for now CTE courses		
How or where will the			e DL Modality form, obtain	
course be taught. Check		nature and submit to the DL office)	C DE Modality Torrit, Obtain	
all that apply		other (explain)		
Transferability: Will this				
course transfer to				
another academic institution? Identify				
Impact on other Programs	and	Departments		
Are there other degrees	No.	·		
and/or certificates that are				
affected by the instruction of this course? If so, provide				
details.				
Are there similar courses	No.			
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	LIB101 prerequisite has been discussed with Library SAC Chair Torie Scott and she has agreed to having LIB101 as a prerequisite for this certificate. WR121 is already an existing prerequisite for the existing Library Assistant certificate courses.		
Is there any potential impa	ct on another department of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.		
Implementation term:	☐ Next available term after approval		
	Specific term AFTER next available: Winter 2014		
Allow 3-4 months to complete the new course approval process before the course can be scheduled.			

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Tanya Mead	tmead@pcc.edu	3/10/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	3/10/2013		

New Course Career Technical Education (CTE)

Section #1 General Information						
Department:	Education		Submitter name phone and email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Prefix and Course Number:	ED119		Credits:	3		
Course Title: (60 characters max)	Library	Access Services	Transcript Title (30 characters max)	Access Services		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: 36 Lec/lab: Lab:	0	
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ⊠ No	Prefix, nur	nber 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.						
Ŭ I			Check all that	t apply	Default (Choose one)	
A-F (letter grade)			\boxtimes			
Pass/No pass						
A	udit in co	nsultation with faculty				
Course or program f are independent of t			N/A			
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 access services within a library, including circulation processes and procedures, interlibrary loan, document delivery, reserves, and copyright. Explores providing quality customer service, maintaining patron confidentiality, and working with diverse individuals.						
Addendum to course description:						

Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: ED113				
course prefix & number: ED118				

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. 1. Explain library policies and procedures related to access services to library Outcomes: (Use observable and patrons and staff. measurable verbs) 2. Articulate circulation processes, including check-in and check-out of materials, collecting fees, and processing library cards. 3. Apply access services models that support quality customer service in a library setting. 4. Maintain and use library records based on patron confidentiality and privacy policies. 5. Identify and explain copyright issues related to reserves, document delivery, and interlibrary loan to patrons. 6. Organize and maintain collections through shelving, shifting, and shelf-reading. 1. Articulate different types of access service models in libraries. Course activities and design: (from CCOG) 2. Explore issues of patron record confidentiality and privacy. 3. Discuss copyright issues related to reserves, document delivery, and interlibrary loan to patrons. 4. Review shelving techniques and processes. 5. Interactive class discussions. 6. Individual and group activities, projects, and presentations. 1. Demonstrate knowledge of access services, such as circulation processes Outcomes assessment strategies: and procedures, interlibrary loan, document delivery, reserves, and copyright (from CCOG) through class discussions, activities, projects, and presentations. 2. Actively participate in class discussions. 3. Actively collaborate with others to complete group activities, projects, and presentations. 4. Complete class activities, projects, and presentations on time.

- 1. Introduction to access services.
- 2. Circulation policies and procedures.
- 3. Interlibrary Loan, Reserves, and Document Delivery.
- 4. Copyright as it relates to access services.

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.		To provide students with an overview of the access services that currently exist within libraries. Additionally this course will allow students to develop circulation skills and knowledge needed to provide access services in a library.		
Will this new course be part o and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No	
Name of certificate(s):		Library Assistant	# credit: 44	
Name of degree(s):		N/A	# credit:	
Will this new course be part o	f a ne	ew, 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 course will be a required course for the Library Assistant certificate.		
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/curriculm.				
Section #3 Additional Inform	natio	on for new CTE courses		
How or where will the course be taught. Check all that apply □ on campus □ hybrid ☑ on-line (complete DL I signature and submit to the DL office) □ other (explain)			e DL Modality form, obtain	
Transferability: Will this course transfer to another academic institution? Identify				
Impact on other Programs and Departments				
Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details				

Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	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	ED113 is a new course that will be required of all students interested in the Library Assistant certificate. ED118 is a new course that will be required of all students interested in the Library Assistant certificate.			
Is there any potential impa	ct on another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.			
Implementation term:	☐ Next available term after approval			
	Specific term AFTER next available: Winter 2014			
Allow 3-4 months to compl	Allow 3-4 months to complete the new course approval process before the course can be scheduled.			

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Tanya Mead	tmead@pcc.edu	03/10/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	03/10/2013		

New Course Career Technical Education (CTE)

Section #1 General Information						
Department:	Education		Submitter name phone and email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Prefix and Course Number:	ED122		Credits:	3		
Course Title: (60 characters max)	Library Service	Technical s	Transcript Title (30 characters max)	Technical Services		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:	0	
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ☑ No	Prefix, nur	Prefix, number and title:	
Choose the default dropdown menu for will automatically be	Students who do not	ault grade? This will make a choice or do ption. Call the Curri	not make a culum Office	on listed at the top of the a change in the dropdown menu e if you have questions 971-722-es Handbook.		
			Check all tha	t apply	Default (Choose one)	
		A-F (letter grade)				
		Pass/No pass				
А	udit in cor	nsultation with faculty				
Course or program f are independent of t			N/A			
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 basic procedures of acquisition, processing, maintaining, and preserving print and electronic collection including serials subscriptions. Provides an overview of basic terminology and policies of technical services and collection management. Discusses management of collection budgets/						
Addendum to course description:						

Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: ED113				
course prefix & number: ED134				

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.					
	uidelines on the curriculum website for more guidance on writing good outcomes.				
Outcomes: (Use observable and	Explain how technical services and collection management principles support				
measurable verbs)	library services.				
,	Apply library procedures for ordering/subscribing, receiving, processing,				
	maintaining, and preserving materials.				
	Identify and select appropriate vendors for the acquisition of materials.				
	Acquire and process library materials.				
	5. Articulate methods for maintaining a collection budget, including the encumbrance				
	and reconciliation of funds.				
Course activities and	Articulate how technical services and collection management supports library				
design: (from CCOG)	services.				
	Practice ordering, receiving and processing library materials.				
	Create a collection budget.				
	4. Interactive class discussions.				
	5. Individual and group activities, projects, and presentations.				
Outcomes assessment	Demonstrate knowledge of technical services, such as acquisition,				
strategies:	processing, maintaining, and preserving print and electronic collections,				
(from CCOG)	including serials subscriptions, through class discussions, activities, projects,				
	and presentations.				
	Actively participate in class discussions.				
	3. Actively collaborate with others to complete group activities, projects, and				
	presentations.				
	4. Complete class activities, projects, and presentations on time.				
Course Content:	Introduction to technical services.				
Themes, Concepts,	2. Collection management procedures, including ordering/subscribing, receiving,				
Issues and Skills: (from CCOG)	processing, maintaining, and preserving materials.				
<u></u>	3. Collection budgets				

	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.		collection management procedures that curre Additionally this course will allow students to	To provide students with an overview of the technical services and collection management procedures that currently exist within libraries. Additionally this course will allow students to develop technical skills and knowledge needed to conduct technical services work in a library.		
	Will this new course be part of and/or degree?	an existing, currently approved PCC certificate	⊠ Yes □ No		
	Name of certificate(s):	Library Assistant	# credit: 44		
I	Name of degree(s):	N/A	# credit:		
	Will this new course be part of	a new, proposed PCC certificate or degree?	☐ Yes ☑ No		
l	Name of new certificate(s):		# credit:		
l	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 suppl	y related instruction for a certificate?	☐ Yes ⊠ No		
I	If we is colouted continue to	nout thus s	NO		
		the Related Instruction in CTE Courses form availa	able on the curriculum		
	office website, www.pcc.ed	u/curriculm.			
Ī	Section #3 Additional Inform	nation for new CTE courses			
			e DL Modality form, obtain		
	Transferability: Will this course transfer to another academic institution? Identify				
	Impact on other Programs	and Departments			
Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details.					
	Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	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	ED113 is a new course that will be required of all students interested in the Library Assistant certificate. ED134 is a new course that will be required of all students interested in the Library Assistant certificate.		
Is there any potential impact on another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.		
Implementation term:	☐ Next available term after approval☐ Specific term AFTER next available: Winter 2014		
Allow 3-4 months to complete the new course approval process before the course can be scheduled.			

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair	Email	Date		
Tanya Mead	tmead@pcc.edu	03/10/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	03/10/2013		

New Course Career Technical Education (CTE)

					<u>_</u>	
Section #1 General Information						
Department:	Education		Submitter name phone and email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Prefix and Course Number:	ED134		Credits:	3		
Course Title: (60 characters max)	Library Technology I		Transcript Title (30 characters max)	Library Technology I		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture 30 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.			☐ Yes ☑ 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)						
Pass/No pass						
Audit in consultation with faculty						
Course or program fee: (Identify only fees which are independent of the standard lab fee)			N/A			
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 existing technologies used within a library, including library catalogs and integrated library systems. Explores computer hardware, software, applications, and other library equipment. Develops basic knowledge and troubleshooting skills. Examines assistive technologies.						
Addendum to course description:						

Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	☐ Placement into:			
course prefix & number: CAS 133	□ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number: LIB 113		☐ 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. 1. Explain the role of technology within libraries. Outcomes: (Use observable and 2. Demonstrate ability to use library equipment and computer applications, software, measurable verbs) and hardware in order to troubleshoot basic technical problems. 3. Analyze different vendors for library catalogs and integrated library systems. 4. Promote and use assistive technologies in libraries. 5. Describe how different social media tools may be used to collaborate on, promote, and provide library services. 6. Create a basic website that includes images and video. 1. Compare and contrast different vendors for library catalogs and integrated library Course activities and design: (from CCOG) systems. 2. Articulate the different components of integrated library systems. 3. Design and develop a basic library website that includes images and video. 4. Interactive class discussions. 5. Individual and group activities, projects, and presentations. 1. Demonstrate knowledge of various aspects of library technologies, such as Outcomes assessment strategies: library catalogs, integrated library systems, computer hardware and software (from CCOG) through class discussions, activities, projects, and presentations. 2. Actively participate in class discussions. 3. Actively collaborate with others to complete group activities, projects, and presentations. 4. Complete class activities, projects, and presentations on time. Course Content: 1. Role of technology in libraries. Themes, Concepts, 2. Types of technologies used within a library. Issues and Skills: 3. Evaluation, use, and implementation of library technologies. (from CCOG) 4. Ability to troubleshoot basic library technology issues.

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.		To provide students with an overview of technologies that currently exist within libraries. This course provides students with an understanding of how technology influences the services provided by libraries and the skills to use and troubleshoot issues with those technologies.			
Will this new course be part o and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):		Library Assistant	# credit: 44		
Name of degree(s):		N/A	# credit:		
Will this new course be part o	f a ne	ew, 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 course will be a required for the Library Assistant certificate.			
Is this course used to supp	ly rel	ated 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/curriculm.					
Section #3 Additional Inform	matic	n for new CTE courses			
How or where will the course be taught. Check all that apply	sigr	on campus ☐ hybrid ☒ on-line (complet nature and submit to the DL office) other (explain)	e DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify					
Impact on other Programs and Departments					
Are there other degrees and/or certificates 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.	nairs who may be impacted by this course suc	h as content overlan		

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course duplication, prerequisite, enrollment, etc.		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	ED 113 is a new course that will be required of all students interested in the Library Assistant certificate. CAS 133 is already an existing prerequisite for the Library Assistant certificate courses.	
Is there any potential impact on another department of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.	
Implementation term:	☐ Next available term after approval☑ Specific term AFTER next available: 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 be reviewed at the SAC level a	nd approved for submission.		
SAC Chair Email Date			
Tanya Mead	tmead@pcc.edu	4/15/2013	
SAC Administrative Liaison	Email	Date	
Dan Wenger	dan.wenger1@pcc.edu	4/15/2013	

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 G	eneral Information		
Department	Education	Submitter name Phone Email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu
Current prefix and number	ED136	Proposed prefix and number	ED136
Current course title	Computers in Education	Proposed title (60 characters max)	Learning with Technology
# Credits	3	Proposed transcript title (30 characters max)	Learning with Technology
Reason for title change	To more accurately reflect th	e course content	

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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Introduces students to the many educational Explores existing and emerging educational technology being used in libraries and classrooms. Focuses on using uses of computers and how to integrate educational technology into the curriculum. educational technology to complement and enhance Prerequisites: Completion of WR 115; RD 115; learning activities. Discusses basic principles of and CAS 133 instructional design and adaptive technologies.

Re	aso	n
for	cha	anae

To clarify the intent of the course to cover various educational technologies related to learning and the addition of instructional design principles.

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)

Create instructional materials by using word processing, database and presentation/publishing programs for use in K-12 settings.

- 2. Use rubrics to aid in the evaluation of educationally-valid information on Web sites and educational software for use in the classroom.
- Share information using the internet communication resources by using discussion boards, email, blogs, etc. to address topics specific to education, content area teaching, and library media practices.
- Design student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations in an educational setting.
- 5. Use an understanding of instructional theories and models concerning educational technology to increase technology integration in schools.

New learning outcomes

- 1. Describe how technology integration into learning activities can enhance learning, based on instructional theories and models.
- Apply basic principles of instructional design to develop technology-enhanced learning activities for diverse learner groups.
- 3. Create online instructional materials and presentations for use in the classroom or library.
- 4. Evaluate educational technology for use in the classroom or library.
- 5. Collaborate and communicate with others using educational technology.
- Utilize assistive and adaptive technologies in the design and development of learning activities for diverse learner groups.

Reason for change

To update language of learning outcomes and to include instructional design principles as part of the learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

Standard prefequisites - WK T	5, RD 115 and WTH 20 of equivalent placement test scores	
☐ Placement into: .		

prefix & number:	☐ Prerequisite	☐ Corequisite	□ pre/co

prefix & number:			☐ pre/con		
•	Proposed prerequisites, corequisites and concurrent				
If you are NOT changing		•			
Standard prerequisites - WR	115, RD 115 and	MTH 20 or equivalen	t placer	nent test s	cores
prefix & number: CAS133			□Со	requisite	☐ pre/con
prefix & number:		Prerequisite	Со	requisite	pre/con
				1	
Is this course used for related instruction		confirm this by review	wing	☐ ye:	S
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 CAS 133 and WR121 are already prerequisites for other courses in the Paraeducator and Library Media Assistant certificates.			ne		
	vailable term afte	• •) -	2042	
Allow 4-6 months to complete the for approval for details. www.pcc	e approval proces	the next available terms before scheduling t			ne timeline
Tot approvation details. www.pct	eau/camcaiam				
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type nam	e)	Email			Date
1.5		ead@pcc.edu		03/10/20	13
SAC Administrative Liaison (t	ype name)	Email			Date
Dan Wenger dan.wenger1@pcc.edu 03/10/2013			13		
This signature block is NOT to be us page with the pdf file to Curriculum -		gnature page. Please re	eturn the	completed	signature

New Course Career Technical Education (CTE)

Section #1 Genera	al Informa	tion				
Department:	Education		Submitter name phone and email		sley, 971-722-5229, ley@pcc.edu	
Prefix and Course Number:	ED238		Credits:	3		
Course Title: (60 characters max)	Library Manage	Supervision & ement	Transcript Title (30 characters max)	Library Supervision & Management		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:		
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ☑ No	Prefix, nur	nber and title:	
GRADE OPTIONS: Check as many or as few options. Choose the default grade option. What is the default dropdown menu for the CRN. Students who do not make the will automatically be assigned to the default grade options. For more details on grade options see the Acate options.			ault grade? This will make a choice or do option. Call the Curri	not make a	change in the dropdown menue if you have questions 971-722-	
			Default (Choose one)			
		A-F (letter grade)	\boxtimes			
		Pass/No pass				
А	udit in cor	nsultation with faculty	\boxtimes			
Course or program fee: (Identify only fees which are independent of the standard lab fee)			N/A			
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 library sup- marketing, communi Prerequisites: ED11	ty outread	h, budgeting, fundrais	uses on supervision sing and grant writing	and training J.	of library staff, facilities,	
Addendum to cour	se descri	ption:				

Identify prerequiste, corequisite and concurrent course(s)			
(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20	or equivalent place	ement test scores	
	☐ Placement int	0:	
course prefix & number: ED113	□ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: ED118	□ 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. 1. Assist in the planning, development, advocacy, and promotion of library services Outcomes: (Use observable and and programs within a local community. measurable verbs) 2. Analyze how different libraries are funded through the review of library budgets and justify library expenditures to various stakeholder groups. 3. Identify funding sources, create documentation to apply for funding, and participate in fundraising opportunities. 4. Participate in the recruitment, hiring, training, and evaluation of library staff. 5. Revise (as needed) library policies and procedures, based on user needs. 1. Analyze library budgets and explain expenditures. Course activities and design: (from CCOG) 2. Develop a library program or service. 3. Identify grant and other funding sources and fundraising opportunities. 4. Interactive class discussions. 5. Individual and group activities, projects, and presentations. 1. Demonstrate knowledge of library supervision and management strategies Outcomes assessment strategies: through class discussions, activities, projects, and presentations. (from CCOG) 2. Actively participate in class discussions. 3. Actively collaborate with others to complete group activities, projects, and presentations. 4. Complete class activities, projects, and presentations on time. Course Content: 1. Advocacy for library programs, services, budgets, funding, and staff. Themes, Concepts, 2. Funding sources and fundraising opportunities Issues and Skills: 3. Recruitment, hiring, training, and evaluation of library staff. (from CCOG)

		ched to a degree and/or certificate. They cann d. Please answer below, as appropriate.	ot be offered until the
Rationale for the new course.	To provide students with an overview of the smanagement concepts related to libraries.		supervisory and
Will this new course be part o and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No
Name of certificate(s):		Library Assistant	# credit: 44
Name of degree(s):		N/A	# credit:
Will this new course be part o	f a ne	ew, 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 course will be an elective course within the library assistant certificate program.	
Is this course used to supp	ly rel	ated instruction for a certificate?	☐ Yes ⊠ No
If no is selected continue to If yes is selected complete office website, www.pcc.ed	the	Related Instruction in CTE Courses form availa	
Section #3 Additional Inform	matic	on for new CTF courses	
How or where will the course be taught. Check all that apply	sigr		e DL Modality form, obtain
Transferability: Will this course transfer to another academic institution? Identify			
Impact on other Programs	and I	Departments	
Are there other degrees and/or certificates 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 SA course duplication, prerequ		nairs who may be impacted by this course suc enrollment, etc.	h as content overlap,
If yes, explain and/or		,	

acknowledgments and/or agreements that have been reached		
Is there any potential impa	ct on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.	
Implementation term:	☐ Next available term after approval	
	Specific term AFTER next available: Winter 2014	
Allow 3-4 months to complete the new course approval process before the course can be scheduled.		

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Tanya Mead	tmead@pcc.edu	04/15/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	04/15/2013		

Course Revision

What do you want to change?			
Check all that apply- double click on the			
CHEC	ck box which opens the task window		
	course number		
\boxtimes	title		
\boxtimes	description (include requisites)		
	outcomes		
\boxtimes	prerequisites and co-requisites		
Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	Section #1 General Information			
Department	Education	Submitter name Phone Email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu	
Current prefix and number	ED209	Proposed prefix and number	ED209	
Current course title	Practicum I	Proposed title (60 characters max)	Library Practicum I	
# Credits	3	Proposed transcript title (30 characters max)	Library Practicum I	
Reason for title change	To distinguish the library ass practicum course.	istant practicum	course from the paraeducator	

	catalog and schedule of classes. Begin the course troduces, examines, explores, continues provides Do clude recommendations in the description.	
Current Description Proposed Description (required information for all course revisions. Include requisites) (include requisites)		
Spend nine hours per week in a supervised field experience after an orientation.	Provides a minimum of 100 hours in a supervised field experience.	

		15	54		
Reason for change	, , , , , , , , , , , , , , , , , , ,				
worker, fam are recomm guidance or Cur	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes. Trent learning outcomes ed information for all course revisions)	obal citi	zen or lifelong lear ines on the curricul	ners), One to six	outcomes
legal 2. Use i skills comr and s indivi and 6 3. Use i supp 4. Modi stude 5. Mana	y/practice professional, ethical, and knowledge/behavior. interpersonal and communication in ways that respect munication styles and differences show sensitivity in regard to iduals' cultural, social, cognitive, emotional differences. research-based techniques to ort instruction. fy instruction to meet individual ent needs. age behaviors in the classroom. y professional workplace skills.	and legal knowledge and behavior. 2. Demonstrate beginning customer service and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences. 3. Apply and use beginning access services, technical services, and reference services knowledge and			ice and ect and show ural, social, ces, technical ledge and
Reason for change	for				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
Standard	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				cores
☐ Placeme	nt into:				
prefix & number:			Prerequisite	Corequisite	pre/con

□ 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:					
prefix & number:	☐ Prerequisite ☐	Corequisite pre/con			
Is this course used for related instruction? F the inventory of <u>related instruction templates</u>	,	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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or call this course for their program or as a pre-	mpuses, such as academic p	rograms that require			
Please provide details, who was contacted a	and the resolution.				
☐ Yes ☐ No					
	ntation 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	Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name)	Email	Date			
Tanya Mead	Tanya Mead tmead@pcc.edu 4/15/2013				
SAC Administrative Liaison (type name)	Email	Date			
Dan Wenger dan.wenger1@pcc.edu 4/15/2013					
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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		
\boxtimes	title		
\boxtimes	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 <u>curriculum@pcc.edu</u>

Section #1 G	Section #1 General Information			
Department	Education	Submitter name Phone Email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu	
Current prefix and number	ED210	Proposed prefix and number	ED210	
Current course title	Practicum II	Proposed title (60 characters max)	Library Practicum II	
# Credits	3	Proposed transcript title (30 characters max)	Library Practicum II	
Reason for title change	To distinguish the library assistant practicum course from the paraeducator practicum course.			

	catalog and schedule of classes. Begin the course troduces, examines, explores, continues provides Do clude recommendations in the description.	
Current Description Proposed Description (required information for all course revisions. Include requisites) (include requisites)		
Spend nine hours per week in a supervised field experience after an orientation.	Provides a minimum of 100 hours in a supervised field experience.	

		157			
Reason for change	To clarify the amount of time specourse.	o clarify the amount of time spent in a supervised field experience to complete the course.			
worker, fam are recomm guidance or Cur	ily member, community citizen, glacended. See the course outcomes writing good outcomes. Trent learning outcomes	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes significant guidelines on the curriculum webpage for more New learning outcomes			
1. Apply legal 2. Use is skills command sindividual and supp 4. Modi stude 5. Mana	y/practice professional, ethical, and knowledge/behavior. interpersonal and communication in ways that respect munication styles and differences show sensitivity in regard to iduals' cultural, social, cognitive, emotional differences. research-based techniques to ort instruction. If y instruction to meet individual ent needs. age behaviors in the classroom. If y professional workplace skills.	 Apply and practice developing professional, ethical and legal knowledge and behavior. Demonstrate developing customer service and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences. Apply and use developing access services, technical services, and reference services knowledge and skills to serve library and patrons' needs. 			
Reason for change	To remove language related to the	ne paraeducator practicum.			
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					
☐ Placeme	ent into:				
prefix & nun	nber:	☐ Prerequisite ☐ Corequisite ☐ pre/con			
prefix & nun	nber:	☐ 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:					☐ pre/con	
prefix & number:			Prerequisite	☐ Cor	equisite	pre/con
				I.		L
	I for related instruction? Ple lated instruction templates.	ase co	onfirm this by revie	wing	☐ ye.	
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	puses,	, such as academ	ic progr	ams that	
Please provide det	tails, who was contacted and	d the re	esolution.			
☐ 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					
	to complete the approval pro tails. www.pcc.edu/curriculu		before scheduling t	ne cours	se. See th	ne timeline
Section # 2 Depart	tment Review					
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name)			Email		Date	
Tanya Mead		tmead	d@pcc.edu		4/10/201	3
SAC Administrative Liaison (type name)			Email		Date	
Dan Wenger dan.wenger1@pcc.edu 4/10/2013				3		
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Course Revision

Wha	What do you want to change?			
Check all that apply- double click on the check box which opens the task window				
	course number			
	title			
\boxtimes	description (include requisites)			
\boxtimes	outcomes			
\boxtimes	prerequisites and co-requisites			
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 General Information					
Department	Education	Submitter name Phone Email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Current prefix and number	ED211	Proposed prefix and number	ED211		
Current course title	Practicum III	Proposed title (60 characters max)	Library Practicum III		
# Credits	3	Proposed transcript title (30 characters max)	Library Practicum III		
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 Proposed Description			
(required information for all course revisions. Include requisites)	(include requisites)		
Spend nine hours per week in a supervised field experience after an orientation.	Provides a minimum of 100 hours in a supervised field experience.		

		16	60			
Reason for change	To clarify the amount of time spent in a supervised field experience to complete the course.					
worker, fam are recomm guidance or Cur	OUTCOMES: Describe what the ily member, community citizen, glanded See the course outcomes writing good outcomes. Trent learning outcomes ed information for all course	obal citi	zen or lifelong lear ines on the curricul	ners), One to six	outcomes	
	revisions)					
legal 2. Use is skills common and sindiving and sindiving and sindiving and supp 4. Modi stude 5. Mana	y/practice professional, ethical, and knowledge/behavior. interpersonal and communication in ways that respect munication styles and differences show sensitivity in regard to iduals' cultural, social, cognitive, emotional differences. research-based techniques to ort instruction. If y instruction to meet individual ent needs. age behaviors in the classroom. If y professional workplace skills.	 Apply and practice evolving professional, ethical, and legal knowledge and behavior. Demonstrate evolving customer service and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social cognitive, and emotional differences. Apply and use evolving access services, technical services, and reference services knowledge and skills to serve library and patrons' needs. 			e and ect and show ural, social, es, technical ledge and	
Reason for change	To remove language related to the	e parae	educator practicum			
prerequisites If the SAC wa	REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current 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					
☐ Placeme	ent into:					
prefix & nun	nber:		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: E	ED113		☐ Corequisite	pre/con		
prefix & number: (CAS133		☐ Corequisite	pre/con		
		1		1		
	I for related instruction? Pleated instruction templates.	ase confirm this by revie	wing			
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
IMPACT ON OTHE		AMBUOFO (1				
that may impact of	ER DEPARTMENTS AND C other departments or cam eir program or as a prerec	puses, such as academ	ic programs that			
	tails, who was contacted and					
☐ Yes ☐ No						
Implementation	Next available term	after approval				
term	Specify term (if AFT	ER the next available ter	m)			
	o complete the approval protails. www.pcc.edu/curriculu		he course. See th	ne timeline		
Section # 2 Depart	tment Review					
This proposal has been reviewed at the SAC level and approved for submission						
SAC Chair (type name)		Email		Date		
Tanya Mead tmead@pcc.edu 3/10/2013			3			
SAC Administrative Liaison (type name)		Email		Date		
Dan Wenger		dan.wenger1@pcc.edu	3/10/201	3		
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New Course Career Technical Education (CTE)

Section #1 General Information					
Department:	Education		Submitter name phone and email		ısley, 971-722-5229, ıley@pcc.edu
Prefix and Course Number:	ED230		Credits:	3	
Course Title: (60 characters max)	Preservation of Library Materials		Transcript Title (30 characters max)	Preservat	tion Lib. Materials
Can this course be	⊠ No	How many	Contact hours:	Lecture: 3	30
repeated?	☐ Yes	times? 0	PER	Lec/lab:	
PCC default is 0 repeats			QUARTER	Lab:	
If the course is rep compelling argume		hen provide a	N/A		
Is this course equiva			☐ Yes ☑ No	Prefix, nur	mber and title:
GRADE OPTIONS: Check as many or as few options a Choose the default grade option. What is the default dropdown menu for the CRN. Students who do not ma will automatically be assigned to the default grade option 7813. For more details on grade options see the Academic Academic States of the Academi			ault grade? This will make a choice or do ption. Call the Curri	not make a	change in the dropdown menu e if you have questions 971-722-
			Check all that	t apply	Default (Choose one)
A-F (letter grade)					
		Pass/No pass			
A	udit in cor	nsultation with faculty			
Course or program f are independent of t			N/A		
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 basic book repair, media storage and preservation, and digitization of materials. Prerequisites: ED111, ED122					
Addendum to cour	Addendum to course description:				

Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: ☐ Placement into:					
course prefix & number: ED111	□ Prerequisite □ Corequisite □ pre/co				
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co		

	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	Perform basic book repair techniques, including tipping in pages, repairing hinges				
observable and measurable verbs)	and corners, replacing covers, and reinforcing spines.				
measurable verbs)	Identify, convert, and use different types of media storage, formats, and				
	equipment for preservation and storage of library materials.				
	Explain how to preserve and store different media formats in different library				
	settings.				
	4. Destruction to the control of the				
Course activities and design: (from CCOG)	Practice basic book repair techniques. O Practice passes in relate in different and the formation.				
design. (nom cocc)	Practice preserving data in different media formats.				
	Interactive class discussions.				
	Individual and group activities, projects, and presentations.				
	Demonstrate knowledge of preservation strategies and techniques for library				
Outcomes assessment strategies:	materials and data storage used in a library setting through class discussions,				
(from CCOG)	activities, projects, and presentations.				
	Actively participate in class discussions.				
	Actively collaborate with others to complete group activities, projects, and				
	presentations.				
	Complete class activities, projects, and presentations on time.				
	, , , , , , , , , , , , , , , , , , ,				
Course Content:	1. Book repair				
Themes, Concepts,	Materials preservation and storage.				
Issues and Skills: (from CCOG)	Digitization of materials.				

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.	To provide students with an overview of the particle data storage techniques used within libraries opportunities to develop materials preservation	and allow students the		
Will this new course be part of and/or degree?	an existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):	Library Assistant	# credit: 44		
Name of degree(s):	N/A	# credit:		
Will this new course be part of	a new, proposed PCC certificate or degree?	☐ Yes ☑ No		
Name of new certificate(s):		# credit:		
Name of new degree(s):		# credit:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be an elective course within the library assistant certificate program.			
		,		
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	he Related Instruction in CTE Courses form available	able on the curriculum		
office website, www.pcc.edu	/curriculm.			
Section #3 Additional Inform	ation for new CTE courses			
How or where will the course be taught. Check all that apply		e DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify	course transfer to another academic			
Impact on other Programs a	nd Departments			
Are there other degrees and/or certificates 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.			
The state of the s	C chairs who may be impacted by this course suc	h as content overlap,		
course duplication, prerequi				
If yes, explain and/or describe the nature of acknowledgments and/or	No.			

agreements that have been reached				
Is there any potential impa	ct on another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.			
Implementation term:	Next available term after approval			
	Specific term AFTER next available: Winter 2014			
Allow 3-4 months to complete the new course approval process before the course can be scheduled.				

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Tanya Mead	tmead@pcc.edu	04/15/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	04/15/2013		

New Course Career Technical Education (CTE)

Section #1 General Information					
Department:	Education		Submitter name phone and email		nsley, 971-722-5229, sley@pcc.edu
Prefix and Course Number:	ED232		Credits:	3	
Course Title: (60 characters max)	Library Outreach to Diverse Communities		Transcript Title (30 characters max)	Lib. Outre	each/Diverse Comm.
Can this course be	⊠ No	How many	Contact hours:	Lecture:	30
repeated?	☐ Yes	times? 0	PER	Lec/lab:	
PCC default is 0 repeats			QUARTER	Lab:	
If the course is repeatable then provide a compelling argument.			N/A		
Is this course equiva			☐ Yes ⊠ No	Prefix, nur	mber and title:
GRADE OPTIONS: Check as many or as few options Choose the default grade option. What is the default dropdown menu for the CRN. Students who do not m will automatically be assigned to the default grade opti 7813. For more details on grade options see the Aca			ault grade? This will make a choice or do ption. Call the Curri	not make a culum Office	a change in the dropdown menu e if you have questions 971-722-
			Check all that	t apply	Default (Choose one)
A-F (letter grade)			\boxtimes		
		Pass/No pass			
A	udit in cor	sultation with faculty			
Course or program f are independent of t			N/A		
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 library services to diverse populations. Focuses on developing collections, services, and programs that promote inclusion. Discusses multicultural perspectives and needs of users. Prerequisites: ED113; ED118					
Addendum to course description:					

Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: ☐ Placement into:					
course prefix & number: ED113	□ Prerequisite □ Corequisite □ pre/co				
course prefix & number: ED118	□ 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. 1. Analyze multicultural outreach opportunities and challenges that exist in different Outcomes: (Use observable and types of libraries. measurable verbs) 2. Conduct a needs assessment of diverse populations. 3. Develop services or programs for diverse populations. 4. Articulate how diverse collections can support multicultural communities and inclusion. 5. Create physical and online displays and materials to promote outreach services and programs. 1. Conduct a needs assessment of diverse populations and develop a service or Course activities and design: (from CCOG) program, based on the results of that need assessment. 2. Create physical and online displays and materials to promote outreach services and programs. 3. Interactive class discussions. 4. Individual and group activities, projects, and presentations. 1. Demonstrate knowledge of multicultural perspectives and outreach strategies Outcomes assessment strategies: used in a library setting through class discussions, activities, projects, and (from CCOG) presentations. 2. Actively participate in class discussions. 3. Actively collaborate with others to complete group activities, projects, and presentations. 4. Complete class activities, projects, and presentations on time. Course Content: 1. Multicultural perspectives in libraries. Themes, Concepts, 2. Outreach services to diverse communities served by libraries. Issues and Skills: (from CCOG)

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.	by libraries to serve the diverse needs of the	To provide students with an overview of the outreach services provided by libraries to serve the diverse needs of their communities and to broaden the multicultural perspectives of students to prepare them for working within a library		
Will this new course be part o and/or degree?	f an existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):	Library Assistant	# credit: 44		
Name of degree(s):	N/A	# credit:		
Will this new course be part o	f a new, proposed PCC certificate or degree?	☐ Yes ☑ No		
Name of new certificate(s):		# credit:		
Name of new degree(s):		# credit:		
Briefly explain how this course fits into the above program(s) i.e. requirement or elective:				
Is this course used to supp	ly 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/curriculm.				
	mation for new CTE courses			
How or where will the course be taught. Check all that apply	☐ on campus☐ hybrid☑ on-line (complete signature and submit to the DL office)☐ other (explain)	e DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify				
Impact on other Programs and Departments				
Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.			
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			

Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.		
Is there any potential impact on another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.		
Implementation term:	Next available term after approval		
	Specific term AFTER next available: Spring 2014		
Allow 3-4 months to complete the new course approval process before the course can be scheduled.			

Section # 4 Department Review			
This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Tanya Mead	tmead@pcc.edu	04/10/2013	
SAC Administrative Liaison	Email	Date	
Dan Wenger	dan.wenger1@pcc.edu	04/10/2013	

New Course Career Technical Education (CTE)

Section #1 Genera	al Informa	tion				
Department:	Education		Submitter name phone and email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Prefix and Course Number:	ED235		Credits:	3		
Course Title: (60 characters max)	Library	Technology II	Transcript Title (30 characters max)	Library Technology II		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:		
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ☑ No	Prefix, nur	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 mer will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-72 7813. For more details on grade options see the Academic Standards and Practices Handbook.				a change in the dropdown menu e if you have questions 971-722-		
			Check all that	t apply	Default (Choose one)	
A-F (letter grade)						
		Pass/No pass				
Audit in consultation with faculty						
Course or program fee: (Identify only fees which are independent of the standard lab fee)			N/A			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)						
Continues the study of technologies used within a library. Emphasizes online tools, such as library databases, Internet search tools, social networking tools, library websites, and other media.						
Addendum to cour	se descri	ption:				

Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20	or equivalent place	ement test scores		
☐ Placement into:	☐ Placement int	0:		
course prefix & number: ED134	□ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co	

	Describe what the student will be able to do "out there" (in their life roles as worker,
	nity citizen, global citizen or lifelong learners). Three to six outcomes are recommended. idelines on the curriculum website for more guidance on writing good outcomes.
Outcomes: (Use	Explain the basic architecture of online search tools, such as search engines and
observable and	library databases.
measurable verbs)	Demonstrate proficiency in the use of social media and web tools for library
	purposes.
	3. Design and develop a library-related website that includes multi-media resources
	and follows universal design principles.
	4. Describe how libraries use web-based applications and tools to serve library
	patrons and streamline library processes.
Course activities and	Analyze basic database structures and search engine functions.
design: (from CCOG)	2. Use and develop social media tools for the library, such as blogs, wikis, twitter,
	facebook, etc.
	3. Exploration of e-books, RFID, virtual services, cloud computing, and more.
	4. Interactive class discussions.
	5. Individual and group activities, projects, and presentations.
Outcomes assessment	Demonstrate knowledge of various aspects of library technologies, such as
strategies: (from CCOG)	basic database and search engine structures and function, social media, and
(mom ooco)	web-based tools through class discussions, activities, projects, and
	presentations.
	Actively participate in class discussions.
	3. Actively collaborate with others to complete group activities, projects, and
	presentations.
	Complete class activities, projects, and presentations on time.
Course Content: Themes, Concepts,	 Database structures and search engine functionality Social media in libraries
Issues and Skills:	Social media in libraries Online tools and resources used in libraries.
(from CCOG)	

Section #2 Function of the	new	course within an existing and/or new program	u(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.		To provide students with a further exploration of technology in libraries, focusing on web-based services and products. This course provides students with an understanding of how technology influences the services provided by libraries and the skills to use and troubleshoot issues with those technologies.			
Will this new course be part o and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No		
Name of certificate(s):		Library Assistant	# credit: 44		
Name of degree(s):		N/A	# credit:		
Will this new course be part o	f a ne	ew, 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 course will be an elective course for the Library Assistant certificate.			
Is this course used to supp	ly rel	ated instruction for a certificate?	☐ Yes ⊠ No		
If no is selected continue to	o par	t three.			
If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.			able on the curriculum		
Section #3 Additional Inform	matic	n for new CTE courses			
How or where will the course be taught. Check all that apply	sigr	on campus ☐ hybrid ☒ on-line (completenature and submit to the DL office) other (explain)	e DL Modality form, obtain		
Transferability: Will this course transfer to another academic institution? Identify	course transfer to another academic				
Impact on other Programs	and I	Departments			
Are there other degrees and/or certificates 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	No.				

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	ED134 is a new course that will be required of all students interested in the Library Assistant certificate.		
Is there any potential impa	ct on another department of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.		
Implementation term:	☐ Next available term after approval		
	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 be reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Tanya Mead	tmead@pcc.edu	4/15/2013	
SAC Administrative Liaison	Email	Date	
Dan Wenger	dan.wenger1@pcc.edu	4/15/2013	

New Course Career Technical Education (CTE)

Section #1 Genera	al Informa	tion				
Department:	Education		Submitter name phone and email		Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu	
Prefix and Course Number:	ED238		Credits:	3		
Course Title: (60 characters max)	Library Manage	Supervision & ement	Transcript Title (30 characters max)	Library Supervision & Management		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	No How many Contact hours: Lecture: 30			30	
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ☑ No	Prefix, nur	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'delease the default grade option. What is the default grade dropdown menu for the CRN. Students who do not make a check will automatically be assigned to the default grade option. Cal 7813. For more details on grade options see the Academic States.			ault grade? This will make a choice or do option. Call the Curri	not make a	change in the dropdown menue if you have questions 971-722-	
			Check all tha	t apply	Default (Choose one)	
A-F (letter grade)			\boxtimes			
		Pass/No pass				
А	udit in cor	nsultation with faculty				
Course or program fee: (Identify only fees which are independent of the standard lab fee)			N/A			
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)						
Overview of library supervision and management. Focus on supervision and training of library staff, facilities, marketing, community outreach, budgeting, fundraising and grant writing. Prerequisites: ED113; ED118				g of library staff, facilities,		
Addendum to cour	se descri	ption:				

Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20	or equivalent place	ement test scores			
	☐ Placement int	0:			
course prefix & number: ED113	□ Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number: ED118	□ Prerequisite	☐ Corequisite	☐ pre/co		

	Describe what the student will be able to do "out there" (in their life roles as worker,
	nity citizen, global citizen or lifelong learners). Three to six outcomes are recommended.
See course outcomes gu	idelines on the curriculum website for more guidance on writing good outcomes.
Outcomes: (Use	Assist in the planning, development, advocacy, and promotion of library services
observable and	and programs within a local community.
measurable verbs)	2. Analyze how different libraries are funded through the review of library budgets
	and justify library expenditures to various stakeholder groups.
	3. Identify funding sources, create documentation to apply for funding, and
	participate in fundraising opportunities.
	Participate in the recruitment, hiring, training, and evaluation of library staff.
	5. Revise (as needed) library policies and procedures, based on user needs.
	5. Revise (as fleeded) library policies and procedures, based off diser fleeds.
	Analyze library budgets and explain expenditures.
Course activities and design: (from CCOG)	
design. (nom cccc)	Develop a library program or service.
	Identify grant and other funding sources and fundraising opportunities.
	Interactive class discussions.
	Individual and group activities, projects, and presentations.
Outcomes assessment	Demonstrate knowledge of library supervision and management strategies
strategies:	through class discussions, activities, projects, and presentations.
(from CCOG)	Actively participate in class discussions.
	Actively collaborate with others to complete group activities, projects, and
	presentations.
	4. Complete class activities, projects, and presentations on time.
	,
Course Content:	Advocacy for library programs, services, budgets, funding, and staff.
Themes, Concepts,	Funding sources and fundraising opportunities
Issues and Skills:	Recruitment, hiring, training, and evaluation of library staff.
(from CCOG)	2. 1.2.2.2g,g, a.a. 2.3.44.6.7 5. 11.2.7 5.4.11

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.		To provide students with an overview of the supervisory and management concepts related to libraries.		
Will this new course be part of and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No	
Name of certificate(s):		Library Assistant	# credit: 44	
Name of degree(s):		N/A	# credit:	
Will this new course be part of	of a ne	ew, proposed PCC certificate or degree?	☐ Yes ☑ No	
Name of new certificate(s):			# credit:	
Name of new degree(s):			# credit:	
Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:		This course will be an elective course within the library assistant certificate program.		
Is this course used to supp	ly rel	ated instruction for a certificate?	☐ Yes ☑ No	
If no is selected continue to	o par	t three.		
	the	Related Instruction in CTE Courses form availa	able on the curriculum	
office website, www.pec.ee	au/cu	micum.		
Section #3 Additional Infor	matic	n for new CTE courses		
Section #3 Additional Information for new CTE courses				
I HOW OF Where Will the		on campus hybrid XI on-line (complete	△ DL Modality form, obtain	
How or where will the course be taught. Check		• • • • • • • • • • • • • • • • • • • •	e DL Modality form, obtain	
course be taught. Check all that apply	sigr	on campus □ hybrid ☑ on-line (completenature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply	sigr	nature and submit to the DL office)	e DL Modality form, obtain	
course be taught. Check	sigr	nature and submit to the DL office)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic	sigr	nature and submit to the DL office)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses	sigr	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
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course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses	and I	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of	and I	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or	and I	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of	and I	nature and submit to the DL office) Other (explain)	e DL Modality form, obtain	
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	and I No.	Departments Departments Departments Departments Departments Departments Departments		
course be taught. Check all that apply Transferability: Will this course transfer to another academic institution? Identify Impact on other Programs Are there other degrees and/or certificates that are affected by the instruction of this course? If so, provide details. Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached. Identify and consult with S.	and I No.	Departments Departments Departments Departments Departments Departments Departments	h as content overlap,	

acknowledgments and/or agreements that have been reached	ED118 is a new course that will be required of all students interested in the Library Assistant certificate.		
Is there any potential impa	ct on another department of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.		
Implementation term:	☐ Next available term after approval		
	Specific term AFTER next available: Spring 2014		
Allow 3-4 months to complete the new course approval process before the course can be scheduled.			

Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair Email Date					
Tanya Mead	tmead@pcc.edu	04/10/2013			
SAC Administrative Liaison	Email	Date			
Dan Wenger	dan.wenger1@pcc.edu	04/10/2013			

New Course Career Technical Education (CTE)

Section #1 General Information						
Department:	Education		Submitter name phone and email	Lori Wamsley, 971-722-5229, lori.wamsley@pcc.edu		
Prefix and Course Number:	ED265		Credits:	2		
Course Title: (60 characters max)	Library	Capstone Portfolio	Transcript Title (30 characters max)	Library Capstone Portfolio		
Can this course be repeated? PCC default is 0 repeats	⊠ No □ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab:		
If the course is rep compelling argume		hen provide a	N/A			
Is this course equiva			☐ Yes ☑ No	Prefix, number and title:		
Choose the default dropdown menu for will automatically be	grade op the CRN. assigned	Students who do not	ault grade? This will make a choice or do option. Call the Curri	not make a	on listed at the top of the a change in the dropdown menu e if you have questions 971-722-es Handbook.	
			Check all that	t apply	Default (Choose one)	
		A-F (letter grade)				
		Pass/No pass				
A	udit in cor	nsultation with faculty				
Course or program f are independent of t			N/A			
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)						
Capstone course for the Library Assistant Certificate program. Reflection on program outcomes and preparation of a professional portfolio that demonstrate the competencies developed during the program. Prerequisite: Permission of Department/Instructor.						
Addendum to course description:						

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Identify prerequiste, corequisite and concurrent course(s)					
(double click on check box to activate dialog box)					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20	or equivalent place	ment test scores			
☐ Placement into: With Instructor Permission ☐ Placement into:					
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number: Prerequisite Corequisite pre/co					
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker,					
family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended.					
See course outcomes guidelines on the curriculum website	See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.				
A Fig. 1. State and a secretarity of a second and a state of APR and APR and APR and APR and APR and APR and APP and A					

course prefix & number:		☐ Prerequisite	☐ Corequisite	pre/co		
LEADNING OUTCOMES. Describe what the student will be all the first of the student will be all the students.						
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.						
	nes guidelines on the curriculum website for more guidance on writing good outcomes.					
Outcomes: (Use	Explain and promote	he purpose and role of	f different library or	ganizations, based		
observable and measurable verbs)	on historical and philosophical	oundations of library a	nd information serv	vices.		
meddardbie verboj						
	Analyze and articulate	e the ethical, social, and	d legal issues (incl	uding intellectual		
	freedom, copyright, open acces	s, diversity, and patror	n privacy) surround	ing access to,		
	creation, retrieval, and use of n	naterials and technolog	y.			
	D. Evoluate sources of in	formation dayalan an	d implement offest	ve eeereb		
		formation, develop and	•			
	strategies, and select and use	appropriate information	resources to mee	t user needs.		
	 Apply standard method 	ds and principles for se	electing, acquiring,	processing,		
	organizing, maintaining, circula	•				
	5. Able to embrace and	adopt current and eme	rging technologies	and solve		
	technological problems when a	ppropriate.				
	Apply collaborative b	ehaviors, effective com	nmunication skills, a	and the appropriate		
	use of customer service and de	cision making models,	as guided by the	ethical principles		
and core values of the library and information services profession, when working with				working with		
	diverse library groups, including	g users, colleagues, an	d other stakeholde	rs.		
Course potivities and	Reflect on library assi	stant program outcome	es (as listed for the	CCOGs for this		
Course activities and design: (from CCOG)	•	America Library Asso	•			
	Certification compete	•	olation o Elbrary Ge	ipport otali		
	Interactive class discu					
		activities, projects, and	nresentations			
		online portfolio to prov	•	rary-related		
	·	orinine portiono to prov	ide evidelice di libi	ary-related		
	competencies.					

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Outcomes assessment strategies: (from CCOG)	 Actively participate in class discussions. Actively collaborate with others to complete group activities, projects, and presentations. Complete class activities, projects, and presentations on time.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	 Demonstration of library assistant program outcomes ALA LSSC competencies Development of Professional Portfolio

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 app	rove	d. Please answer below, as appropriate.		
Rationale for the new course.		To provide students with the opportunity to reflect on their learning experience throughout the library assistant certificate program and to develop a web-based portfolio that demonstrates their competencies in this area.		
Will this new course be part o and/or degree?	f an e	existing, currently approved PCC certificate	⊠ Yes □ No	
Name of certificate(s):		Library Assistant	# credit: 44	
Name of degree(s):		N/A	# credit:	
Will this new course be part of a ne		ew, 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 course will be a required culminating course for the Library Assistant certificate.		
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/curriculm.				
•				
Section #3 Additional Information for new CTE courses				
How or where will the course be taught. Check all that apply	course be taught. Check signature and submit to the DL office)			
Transferability: Will this course transfer to another academic institution? Identify				

Impact on other Programs and Departments				
Are there other degrees and/or certificates 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 impa	ct on another department of campus?			
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.			
Implementation term:	☐ Next available term after approval☐ Specific term AFTER next available: Spring 2014			
Allow 3-4 months to comple	ete the new course approval process before the course can be scheduled.			
Section # 4 Department Review				

Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Tanya Mead	tmead@pcc.edu	3/10/2013		
SAC Administrative Liaison	Email	Date		
Dan Wenger	dan.wenger1@pcc.edu	3/10/2013		