

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

Courseleaf Presentation – Anne Haberkern

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |                            |   |                      |
|---------------------------|----------------------------|---|----------------------|
| Department                | Computer Science           | Submitter name<br>Phone<br>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) | <b>No change</b>     |
| Reason for title change   | <b>No change</b>           |   |                      |

**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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended: |

|  |  |
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| develops rudimentary software development skills. Recommended: Computer Literacy (such as completion of CIS 120); placement at MTH 65 and RD 115. Audit available. | Computer Literacy (such as completion of CIS 120); <del>placement at</del> MTH 65 and RD 115. Audit available. |
| Reason for change  | Just removal of words placement 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 <a href="#">writing good outcomes</a> .   |   |
| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes   |
| <p>On completion of this course the student should be able to:</p> <ul style="list-style-type: none"> <li>· Identify career opportunities in computer science and distinguish computer science from related disciplines.</li> <li>· Develop and analyze simple algorithms, and design, code, and test a program.</li> <li>· Use a variety of problem-solving strategies, and be aware of the operation of computer hardware.</li> <li>· Use an understanding of the underlying computational limitations of computers when identifying solutions.</li> <li>· Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field.</li> <li>· Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data..</li> </ul> | <p>On completion of this course the student should be able to:</p> <ul style="list-style-type: none"> <li>· Identify career opportunities in computer science and distinguish computer science from related disciplines.</li> <li>· Develop and analyze simple algorithms, and design, code, and test a program.</li> <li>· Use a variety of problem-solving strategies, and be aware of the operation of computer hardware.</li> <li>· Use an understanding of the underlying computational limitations of computers when identifying solutions.</li> <li>· Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field.</li> <li>· Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data..</li> </ul> |
| Reason for change   | There were no changes, I was told that I had to include this field  |

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

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

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|--|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes |
|  | <input type="checkbox"/> no  |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |                              |

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| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes  |  |
| <input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

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|--|--|--------|
| <b>Section # 2 Department Review</b>   |  |        |
| This proposal has been reviewed at the SAC level and approved for submission   |  |        |
| SAC Chair (type name)  | Email  | Date   |
| Walter Morales   | <a href="mailto:wmorales@pcc.edu">wmorales@pcc.edu</a>                       | 3/5/13 |
| SAC Administrative Liaison (type name)   | Email  | Date   |
| Charmagne Ehrenhaus  | <a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a> | 3/5/13 |
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## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |                    |   |                      |
|---------------------------|--------------------|---|----------------------|
| Department                | Computer Science   | Submitter name<br>Phone<br>Email              | Walter Morales x7604 |
| 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) | <b>No Change</b>     |
| 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(include requisites)  |
|--|---|
| Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Introduces writing programs in a high level programming language. Surveys | Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Introduces writing programs in a high level programming language. Surveys current social and ethical aspects of computer science. Recommended: |



|   |   |
|---|---|
| current social and ethical aspects of computer science. Recommended: MTH 111B or MTH 111C, WR 121, and CS 160. Audit available. | <del>MTH 111B or MTH 111C</del> , 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 <a href="#">writing good outcomes</a> .   |   |
| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes   |
| <p>On completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>§ Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs.</li> <li>§ Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software.</li> <li>§ Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM).</li> <li>§ Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.</li> <li>§ Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language.</li> <li>§ Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.</li> </ul> | <p>On completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>§ Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs.</li> <li>§ Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software.</li> <li>§ Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM).</li> <li>§ Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.</li> <li>§ Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language.</li> <li>§ Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.</li> </ul> |
| Reason for change   | There was no change, I was told that I needed to fill out this field.   |

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

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

|   |                              |
|---|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .  | <input type="checkbox"/> yes |
|   | <input type="checkbox"/> no  |
| <p><b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.</p> |                              |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |        |
|--|--|--------|
| <b>Section # 2 Department Review</b>   |  |        |
| This proposal has been reviewed at the SAC level and approved for submission |  |        |
| SAC Chair (type name)  | Email  | Date   |
| Walter Morales   | <a href="mailto:wmorales@pcc.edu">wmorales@pcc.edu</a> | 3/5/13 |
| SAC Administrative Liaison (type name)                                       | Email  | Date   |

|  |  |        |
|--|--|--------|
| Charmagne ehrenhaus  | <a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a> | 3/5/13 |
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Portland Community College

**Course Revision**

**What do you want to change?**  
 Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information |   |   |   |
|--------------------------------|---|---|---|
| Department                     | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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        | 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.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description. |  |
|--|--|
| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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 |  |
|-------------------|--|

**LEARNING OUTCOMES:** Describe what 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<br>(required information for all course revisions)   | New learning outcomes |
|--|-----------------------|
| Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

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

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

**Current prerequisites, corequisites and concurrent**  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

**Proposed prerequisites, corequisites and concurrent**  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
|--|---|

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to

communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

- Yes  
 No

Implementation term  Next available term after approval  
 Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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) | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)           | Email  | Date          |
| Alyson Lighthart                                 | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | Feb. 15, 2013 |

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Portland Community College

**Course Revision**

**What do you want to change?**  
 Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information |   |   |   |
|--------------------------------|---|---|---|
| Department                     | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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        | 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.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description. |  |
|--|--|
| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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.  | 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<br>(required information for all course revisions)  | New learning outcomes |
|---|-----------------------|
| Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Choose and perform accurate basic computations in a variety of situations with and without a</li> <li>• calculator.</li> <li>• Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

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



|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |   |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

Portland Community College

**Course Revision**

**What do you want to change?**  
 Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information |   |   |   |
|--------------------------------|---|---|---|
| Department                     | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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        | 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.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description. |  |
|--|--|
| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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 |  |
|-------------------|--|

**LEARNING OUTCOMES:** Describe what 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<br>(required information for all course revisions)   | New learning outcomes |
|--|-----------------------|
| <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose and perform accurate basic computations in a variety of situations with and without a calculator.</li> <li>• 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.</li> <li>• Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

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

Proposed prerequisites, corequisites and concurrent  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

|  |                              |
|--|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes |
|  | <input type="checkbox"/> no  |

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

|  |   |
|--|---|
| <input type="checkbox"/> Yes           |   |
| <input checked="" type="checkbox"/> No |   |
| Implementation term                    | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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 |   |   |

**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<br>(required information for all course revisions. Include requisites)  | Proposed Description<br>(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 |  |
|-------------------|--|

**LEARNING OUTCOMES:** Describe what 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<br>(required information for all course revisions)  | New learning outcomes |
|---|-----------------------|
| <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose and perform accurate basic computations in a variety of situations with and without a calculator.</li> <li>• 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.</li> <li>• Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>• Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

|                   |  |
|-------------------|--|
| 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.

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

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

|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |   |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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<br>(required information for all course revisions. Include requisites)  | Proposed Description<br>(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. | no change                                    |



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

|  |                              |
|--|------------------------------|
| <b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a> . |                              |
| <b>Current learning outcomes (required information for all course revisions)</b>   | <b>New learning outcomes</b> |
| Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul>  | no change                    |
| Reason for change  |                              |

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

|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 1) Outcomes – if you are changing course outcomes which relate to   |   |

communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

- Yes  
 No

Implementation term  Next available term after approval  
 Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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) | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)           | Email  | Date          |
| Alyson Lighthart                                 | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | Feb. 15, 2013 |

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## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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. | 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<br>(required information for all course revisions)  | New learning outcomes |
|---|-----------------------|
| Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.</li> <li>• Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

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

|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |   |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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 |   |   |

**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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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 |  |
|-------------------|--|

**LEARNING OUTCOMES:** Describe what 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<br>(required information for all course revisions)  | New learning outcomes |
|---|-----------------------|
| <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.</li> <li>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.</li> <li>Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul> | no change             |

|                   |  |
|-------------------|--|
| 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.

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

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

|  |                              |
|--|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes |
|  | <input type="checkbox"/> no  |

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

|   |   |
|---|---|
| <input type="checkbox"/> Yes  |   |
| <input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> |   |

| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | Feb. 15, 2013 |
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## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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 |   |   |

**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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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                                    |

|                   |  |
|-------------------|--|
| 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<br>(required information for all course revisions)   | New learning outcomes |
|--|-----------------------|
| <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.</li> <li>• 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.</li> <li>• Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>• Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

|                   |  |
|-------------------|--|
| 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.

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

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

|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |   |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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<br>(required information for all course revisions. Include requisites)  | Proposed Description<br>(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. | no change                                    |

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

|  |                       |
|--|-----------------------|
| <b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a> . |                       |
| Current learning outcomes<br><b>(required information for all course revisions)</b>  | New learning outcomes |
| Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Creatively and confidently apply algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul>  | no change             |
| Reason for change  |                       |

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

|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this |   |

requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

- Yes  
 No

Implementation term  Next available term after approval  
 Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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) | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)           | Email  | Date          |
| Alyson Lighthart                                 | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | Feb. 15, 2013 |

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## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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.

| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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 |  |
|-------------------|--|

|  |                              |
|--|------------------------------|
| <b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a> .                         |                              |
| <b>Current learning outcomes<br/>(required information for all course revisions)</b>   | <b>New learning outcomes</b> |
| Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Choose and perform accurate algebraic computations in a variety of situations with and without a</li> <li>• calculator.</li> <li>• Creatively and confidently apply algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change                    |
| Reason for change  |                              |

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



|  |   |
|--|---|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |   |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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. | 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<br>(required information for all course revisions)   | New learning outcomes |
|--|-----------------------|
| <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose and perform accurate algebraic computations in a variety of situations with and without a calculator.</li> <li>• Solve problems at home or in an academic or work environment by creating an algebraic expression or equation that represents the situation and find the solution to the problem using correct algebraic steps.</li> <li>• Creatively and confidently apply algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

|                   |  |
|-------------------|--|
| 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.

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

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

|  |                              |
|--|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes |
|  | <input type="checkbox"/> no  |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |                              |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | Feb. 15, 2013 |
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## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Math  | Submitter name<br>Phone<br>Email              | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| 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.

| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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<br>(required information for all course revisions)   | New learning outcomes |
|--|-----------------------|
| <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose and perform accurate algebraic computations in a variety of situations with and without a calculator.</li> <li>• 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.</li> <li>• Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>• Creatively and confidently apply algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> | no change             |

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

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

|  |                              |
|--|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes |
|  | <input type="checkbox"/> no  |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |                              |

|   |   |
|---|---|
| <b>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?</b> |   |
| Please provide details, who was contacted and the resolution.   |   |
| <input type="checkbox"/> Yes  |   |
| <input checked="" type="checkbox"/> No  |   |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |   |

|  |  |               |
|--|--|---------------|
| <b>Section # 2 Department Review</b>   |  |               |
| 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)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ;<br><a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> | Feb. 15, 2013 |
| SAC Administrative Liaison (type name)   | Email  | Date          |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>   | 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 <sup>th</sup> floor. |  |               |

## Portland Community College

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

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information  |  |  |   |
|---|--|--|---|
| Department:   | Math   | Submitter name<br>Phone<br>Email                                       | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| Course Prefix and Number:   | ALC 95A  | # Credits:   | 0   |
| Course Title:<br>(60 characters max)  | Math 95 Review – 0 credits   | Transcript Title<br>(30 characters max)                                | Math 95 Review  |
| Can this course be repeated?  | No.  | Contact hours:<br>PER<br>QUARTER                                       | Lecture:<br>Lec/lab:<br>Lab:  |
| If the course is repeatable then provide a compelling argument.   |  |  |   |
| Is this course equivalent to another? If yes, they must have the same description and outcomes.   |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |   |
| GRADE OPTIONS: Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|   |  | Check all that apply   | Default (Choose one)  |
|   | A-F (letter grade)   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|   | Pass/No pass   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|   | Audit in consultation with faculty   | <input type="checkbox"/>   | <input type="checkbox"/>  |
| 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:<br>(field will expand as needed)  | Provides a review of individually chosen topics in Intermediate Algebra (Math 95). Completion of this course does not meet prerequisite requirements for other math courses. |  |   |



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

### General Education/Discipline Studies Standard Prerequisite Approval

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

|   |  |  |                                 |
|---|--|--|---------------------------------|
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| 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 guidelines on the curriculum website for more [guidance on writing good outcomes](#).

|  |   |
|--|---|
| Learning Outcomes:<br>(Use observable and measurable verbs)            | Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Creatively and confidently apply intermediate-level algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul>  |
| Course activities and design:<br>(from CCOG)                           |   |
| Outcomes assessment strategies:  | Outcome Assessment Strategies:<br>Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Attendance</li> <li>3. Portfolios</li> <li>4. Individual student conference</li> </ol>   |
| Course Content:<br>Themes, Concepts, Issues and Skills:<br>(from CCOG) | <b><u>Intermediate Algebra (MTH 95)</u></b><br><br><b>Themes:</b><br>Functions and function notation<br>Functions represented as graphs, tables, equations and in words<br>Connection between symbolic and graphical representations<br>Algebraic simplification of expressions and solving of equations<br>Problem solving and modeling, interpreting results in practical terms<br>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  
 Value  
 Zero  
 Maximum  
 Minimum  
 Intersect  
 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  $f(3x)$   
 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  $f(x) = b$  for  $x$  and solve  $f(x) = g(x)$  for  $x$  where  $f$  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  $x$  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

**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)  
 Interpret 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:

Vertex as a maximum or minimum

Vertical intercept

Zeros/horizontal intercepts/roots

Inputs 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  $n^{\text{th}}$  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:

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

• Adding

• Subtracting

• Simplifying complex rational expressions

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

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

The following forms of complex rational expressions shall be simplified:

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

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

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.  $5x^{1/2}, -3z^{-1/3}, \frac{2x^{1/3}}{x^{1/2}}, 4y^{-1/2}y^{1/3}$ .

|                           |   |
|---------------------------|---|
|                           | <p>As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.</p> <p>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 <math>y</math>-value.</p> <p>For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where <math>a</math>, <math>b</math>, <math>c</math>, <math>d</math>, <math>e</math>, and <math>f</math> (as above) represent real numbers, linear polynomials in one variable. For</p> $\frac{1}{x} + \frac{1}{x+2} \quad \frac{3}{x} + \frac{5}{2}$ <p>example, <math>\frac{1}{5}</math> or <math>\frac{1}{x} + \frac{5}{2}</math> would be good examples.</p> |
| 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 Transferability

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

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

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

|   |  |
|---|--|
| Which OUS school will the course transfer to? List all  | none   |
| How does it transfer<br>Check all that apply  | <input type="checkbox"/> required or support for major<br><input type="checkbox"/> general education distribution requirement<br><input type="checkbox"/> general elective<br><input type="checkbox"/> other (provide details) |
| Provide evidence of transferability:<br>(minimum one, more preferred)<br>Required for Gen Ed only | <input type="checkbox"/> Completed <a href="#">Transferability Status</a> form<br><input type="checkbox"/> E-mail correspondence with receiving institution<br><input type="checkbox"/> Other - provide evidence               |
| Identify comparables at Oregon schools  | none   |
| Is General Education or Cultural Diversity designation being sought at this time?                 | <input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form<br><input checked="" type="checkbox"/> No   |

## Section #3 Additional Information for new LDC courses

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

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

|   |      |            |
|---|------|------------|
| Name of certificate(s):   | 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 Departments

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

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

|  |  |
|--|--|
| Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached. | none   |
| Implementation term:   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term AFTER the next available |

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

#### Section # 4 Department Review

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

| SAC Chair (type name)                            | Email   |
|--|---|
| Carly Vollet, Peter Haberman (Math SAC co-chair) | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ; <a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> |
| SAC Administrative Liaison (type name)           | Email   |
| Alyson Lighthart                                 | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>  |

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

## Portland Community College

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

Save this document as the course prefix and number  
Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |   |   |   |
|--|---|---|---|
| Department:  | Math  | Submitter name<br>Phone<br>Email        | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| Course Prefix and Number:  | ALC 95B   | # Credits:                              | 1   |
| Course Title:<br>(60 characters max)   | Math 95 Review – 1 credits  | Transcript Title<br>(30 characters max) | Math 95 Review  |
| Can this course be repeated?   | No  | Contact hours:<br>PER<br>QUARTER        | Lecture:<br>Lec/lab:<br>Lab: 30 hours   |
| If the course is repeatable then provide a compelling argument.  |   |   |   |
| Is this course equivalent to another? If yes, they must have the same description and outcomes.  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  | Course Number and Title                 |   |
| <p>GRADE OPTIONS: Check as many or as few options as you'd like</p> <p><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.</p> |   |   |   |
|  |   | Check all that apply                    | Default (Choose one)  |
| A-F (letter grade)   | <input type="checkbox"/>  | <input type="checkbox"/>                | <input type="checkbox"/>  |
| Pass/No pass   | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/>     | <input checked="" type="checkbox"/>   |
| Audit in consultation with faculty   | <input type="checkbox"/>  | <input type="checkbox"/>                | <input type="checkbox"/>  |
| <p>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.</p>   |   |   |   |
| Course Description:<br>(field will expand as needed)   | Provides a review of individually chosen topics in Intermediate Algebra (Math 95). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses. |   |   |

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

### General Education/Discipline Studies Standard Prerequisite Approval

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

|   |  |  |                                 |
|---|--|--|---------------------------------|
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| 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 guidelines on the curriculum website for more [guidance on writing good outcomes](#).

|  |  |
|--|--|
| Learning Outcomes:<br>(Use <b>observable and measurable verbs</b> )    | Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Choose and perform accurate intermediate-level algebraic computations in a variety of situations with and without a calculator.</li> <li>• Creatively and confidently apply intermediate-level algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul>                                      |
| Course activities and design:<br>(from CCOG)                           |  |
| Outcomes assessment strategies:  | Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Attendance</li> <li>3. Portfolios</li> <li>4. Individual student conference</li> </ol>  |
| Course Content:<br>Themes, Concepts, Issues and Skills:<br>(from CCOG) | <p><b><u>Intermediate Algebra (MTH 95)</u></b></p> <p><b>Themes:</b><br/> Functions and function notation<br/> Functions represented as graphs, tables, equations and in words<br/> Connection between symbolic and graphical representations<br/> Algebraic simplification of expressions and solving of equations<br/> Problem solving and modeling, interpreting results in practical terms<br/> Language of graphs</p> <p><b>Skills:</b></p> |



**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  
 Value  
 Zero  
 Maximum  
 Minimum  
 Intersect  
 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  $f(3x)$   
 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  $f(x) = b$  for  $x$  and solve  $f(x) = g(x)$  for  $x$  where  $f$  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  $x$  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

**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)  
 Interpret 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:

Vertex as a maximum or minimum

Vertical intercept

Zeros/horizontal intercepts/roots

Inputs 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  $n^{\text{th}}$  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:

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

Adding

Subtracting

Simplifying complex rational expressions

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

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

The following forms of complex rational expressions shall be simplified:

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

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

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.  $5x^{1/2}, -3z^{-1/3}, \frac{2x^{1/3}}{x^{1/2}}, 4y^{-1/2}y^{1/3}$ .

|                           |  |
|---------------------------|--|
|                           | <p>As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.</p> <p>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 <math>y</math>-value.</p> <p>For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where <math>a</math>, <math>b</math>, <math>c</math>, <math>d</math>, <math>e</math>, and <math>f</math> (as above) represent real numbers, linear polynomials in one variable. For</p> $\frac{\frac{1}{x} + \frac{1}{x+2}}{5} \quad \text{or} \quad \frac{\frac{3}{x} + \frac{5}{2}}{x}$ <p>example, would be good examples.</p> |
| 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 Transferability

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

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

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

|   |  |
|---|--|
| Which OUS school will the course transfer to? List all  | none   |
| How does it transfer<br>Check all that apply  | <input type="checkbox"/> required or support for major<br><input type="checkbox"/> general education distribution requirement<br><input type="checkbox"/> general elective<br><input type="checkbox"/> other (provide details) |
| Provide evidence of transferability:<br>(minimum one, more preferred)<br>Required for Gen Ed only | <input type="checkbox"/> Completed <a href="#">Transferability Status</a> form<br><input type="checkbox"/> E-mail correspondence with receiving institution<br><input type="checkbox"/> Other - provide evidence               |
| Identify comparables at Oregon schools  | none   |
| Is General Education or Cultural Diversity designation being sought at this time?                 | <input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form<br><input checked="" type="checkbox"/> No   |

## Section #3 Additional Information for new LDC courses

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

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

|   |      |            |
|---|------|------------|
| Name of certificate(s):   | 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 Departments

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

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

|  |  |
|--|--|
| Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached. | none   |
| Implementation term:   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term AFTER the next available |

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

|  |   |
|--|---|
| <b>Section # 4 Department Review</b>   |   |
| This proposal has been reviewed at the SAC level and approved for submission.  |   |
| SAC Chair (type name)  | Email   |
| Carly Vollet, Peter Haberman (Math SAC co-chair)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ; <a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> |
| SAC Administrative Liaison (type name)   | Email   |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>  |
| This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor. |   |

## Portland Community College

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

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |   |   |   |
|--|---|---|---|
| Department:  | Math  | Submitter name<br>Phone<br>Email        | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| Course Prefix and Number:  | ALC 95C   | # Credits:                              | 2   |
| Course Title:<br>(60 characters max)   | Math 95 Review – 2 credits  | Transcript Title<br>(30 characters max) | Math 95 Review  |
| Can this course be repeated?   | No  | Contact hours:<br>PER<br>QUARTER        | Lecture:<br>Lec/lab:<br>Lab: 60 hours   |
| If the course is repeatable then provide a compelling argument.  |   |   |   |
| Is this course equivalent to another? If yes, they must have the same description and outcomes.  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |   | Course Number and Title   |
| <p>GRADE OPTIONS: Check as many or as few options as you'd like</p> <p><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.</p> |   |   |   |
|  |   | Check all that apply                    | Default (Choose one)  |
|  | A-F (letter grade)  | <input type="checkbox"/>                | <input type="checkbox"/>  |
|  | Pass/No pass  | <input checked="" type="checkbox"/>     | <input checked="" type="checkbox"/>   |
|  | Audit in consultation with faculty  | <input type="checkbox"/>                | <input type="checkbox"/>  |
| <p>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.</p>   |   |   |   |
| Course Description:<br>(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 for other math courses. |   |   |

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

### General Education/Discipline Studies Standard Prerequisite Approval

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

|   |  |  |                                 |
|---|--|--|---------------------------------|
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| 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 guidelines on the curriculum website for more [guidance on writing good outcomes](#).

|  |   |
|--|---|
| Learning Outcomes:<br>(Use observable and measurable verbs)            | <p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose and perform accurate intermediate-level algebraic computations in a variety of situations with and without a calculator.</li> <li>• Solve a problem at home or in an academic or work environment by creating an intermediate-level algebraic expression or equation that represents the situation and find the solution to the problem using correct intermediate-level algebraic steps.</li> <li>• Creatively and confidently apply intermediate-level algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> |
| Course activities and design:<br>(from CCOG)                           |   |
| Outcomes assessment strategies:  | <p>Assessment shall include at least two of the following measures:</p> <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Attendance</li> <li>3. Portfolios</li> <li>4. Individual student conference</li> </ol>  |
| Course Content:<br>Themes, Concepts, Issues and Skills:<br>(from CCOG) | <p><b><u>Intermediate Algebra (MTH 95)</u></b></p> <p><b>Themes:</b><br/>         Functions and function notation<br/>         Functions represented as graphs, tables, equations and in words<br/>         Connection between symbolic and graphical representations<br/>         Algebraic simplification of expressions and solving of equations<br/>         Problem solving and modeling, interpreting results in practical terms</p>  |

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

Value

Zero

Maximum

Minimum

Intersect

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  $f(3x)$

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  $f(x) = b$  for  $x$  and solve  $f(x) = g(x)$  for  $x$  where  $f$  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  $x$  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

**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)

Interpret the meaning in the context of an application



|  |  |
|--|--|
|  | <p>Quadratic functions in vertex form</p> <p>Graph a parabola after obtaining the vertex form of the equation by completing the square</p> <p>Given a quadratic function in vertex form or as a graph, observe the vertical shift and horizontal shift of the graph <math>y = x^2</math></p> <p>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)</p> <p>Determine the domain and range of quadratic functions algebraically and graphically</p> <p>Applications</p> <p>Understanding in context: given a quadratic function in algebraic or graphical form find and interpret, including units, the meaning of the:</p> <ul style="list-style-type: none"> <li>Vertex as a maximum or minimum</li> <li>Vertical intercept</li> <li>Zeros/horizontal intercepts/roots</li> </ul> <p>Inputs and outputs of functions (e.g. <math>f(2)</math> and <math>f(x) = 5</math>)</p> <p>Clearly define variables including appropriate units</p> <p>State conclusions to applied problems in complete sentences including appropriate units</p> <p>Explore quadratic functions graphically using the graphing calculator. Convey results using function notation. Examine the following features:</p> <ul style="list-style-type: none"> <li>Vertex</li> <li>Vertical intercept</li> <li>Horizontal intercepts</li> </ul> <p><b>Radical Functions</b></p> <p>Understand <math>n^{\text{th}}</math> roots</p> <p>Determine the domain of radical functions with both even and odd roots algebraically and graphically</p> <p>Determine the range graphically</p> <p>Understand radicals as expressions with rational exponents and vice versa</p> <p>Use rational exponents to simplify radical expressions (See addendum)</p> <p>Practice prerequisite skills of exponents rules in the context of rational exponents</p> <p>Rationalize denominators so students can recognize equivalent expressions (e.g. <math>\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}</math>)</p> <p>Solve radical equations algebraically and graphically</p> <ul style="list-style-type: none"> <li>Verify solutions algebraically</li> </ul> <p>Understand that extraneous solutions found algebraically do not appear as solutions on the graph</p> <ul style="list-style-type: none"> <li>Solve literal radical equations for a specified variable</li> </ul> <p>Calculator</p> <ul style="list-style-type: none"> <li>Approximate radicals as powers with rational exponents</li> <li>Find the domain and range of radical functions</li> <li>Solve radical equations graphically</li> <li>Use graphical solutions to check the validity of algebraic solutions</li> </ul> <p><b>Rational Functions</b></p> <p>Determine the domain of rational functions algebraically and graphically</p> <p>Simplify rational functions, understanding that domain conditions lost during simplification MUST be noted</p> <p>Rewrite rational expressions by</p> <ul style="list-style-type: none"> <li>Canceling factors common to the numerator and denominator</li> <li>Multiplying</li> </ul> <p>Dividing using both <math>\frac{\frac{a}{b}}{\frac{c}{d}}</math> and <math>\frac{a}{b} \div \frac{c}{d}</math> notation</p> <p>Simplify the following cases where a, b, c, d represent real numbers, linear polynomials or quadratic polynomials:</p> <p>Adding</p> $\frac{a}{b} + \frac{a}{b} + \frac{c}{d}$ |
|--|--|

Subtracting  
Simplifying complex rational expressions

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

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

numbers and linear polynomials. E.g.  $\frac{\frac{3}{x}}{\frac{5}{5}}$ ,  $\frac{x-2}{\frac{x}{5}}$ , and  $\frac{\frac{3x}{4}}{4x-4}$ .

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

|                           |   |
|---------------------------|---|
|                           | <p>things as simple as possible while covering all possibilities. E.g. <math>5x^{1/2}</math>, <math>-3z^{-1/3}</math>, <math>\frac{2x^{1/3}}{x^{1/2}}</math>, <math>4y^{-1/2}y^{1/3}</math>.</p> <p>As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.</p> <p>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 y-value.</p> <p>For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where <math>a</math>, <math>b</math>, <math>c</math>, <math>d</math>, <math>e</math>, and <math>f</math> (as above) represent real numbers, linear polynomials in one variable. For</p> $\frac{1}{x} + \frac{1}{x+2} \quad \frac{\frac{2}{3}}{\frac{1}{x} + \frac{5}{2}}$ <p>example, <math>\frac{1}{x} + \frac{1}{x+2}</math> or <math>\frac{\frac{2}{3}}{\frac{1}{x} + \frac{5}{2}}</math> would be good examples.</p> |
| 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 Transferability   |  |
|--|--|
| <p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p> |  |
| Which OUS school will the course transfer to? List all   | none   |
| How does it transfer<br>Check all that apply   | <input type="checkbox"/> required or support for major<br><input type="checkbox"/> general education distribution requirement<br><input type="checkbox"/> general elective<br><input type="checkbox"/> other (provide details) |
| Provide evidence of transferability:<br>(minimum one, more preferred)<br>Required for Gen Ed only  | <input type="checkbox"/> Completed <a href="#">Transferability Status</a> form<br><input type="checkbox"/> E-mail correspondence with receiving institution<br><input type="checkbox"/> Other - provide evidence               |
| Identify comparables at Oregon schools   | none   |
| Is General Education or Cultural Diversity designation being sought at this time?  | <input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form<br><input checked="" type="checkbox"/> No   |

| Section #3 Additional Information for new LDC courses  |   |            |
|--|---|------------|
| How or where will the course be taught. Check all that apply   | <input checked="" type="checkbox"/> on campus<br><input type="checkbox"/> hybrid<br><input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit)<br><input type="checkbox"/> other (explain) |            |
| Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.  |   |            |
| Name of certificate(s):  | 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 Departments   |   |            |
| Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached. | No  |            |

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

|  |  |
|--|--|
| Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.   | none   |
| Implementation term:   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term AFTER the next available |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs. |  |

| Section # 4 Department Review  |   |
|--|---|
| This proposal has been reviewed at the SAC level and approved for submission.  |   |
| SAC Chair (type name)  | Email   |
| Carly Vollet, Peter Haberman (Math SAC co-chair)   | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ; <a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> |
| SAC Administrative Liaison (type name)   | Email   |
| Alyson Lighthart   | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>  |
| This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor. |   |



## Portland Community College

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

Save this document as the course prefix and number  
Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |   |   |   |
|--|---|---|---|
| Department:  | Math  | Submitter name<br>Phone<br>Email        | Carl Yao, 503-206-9729,<br><a href="mailto:xiaolong.yao@pcc.edu">xiaolong.yao@pcc.edu</a> |
| Course Prefix and Number:  | ALC 95D   | # Credits:                              | 3   |
| Course Title:<br>(60 characters max)   | Math 95 Review – 3 credits  | Transcript Title<br>(30 characters max) | Math 95 Review  |
| Can this course be repeated?   | No  | Contact hours:<br>PER<br>QUARTER        | Lecture:<br>Lec/lab:<br>Lab: 90 hours   |
| If the course is repeatable then provide a compelling argument.  |   |   |   |
| Is this course equivalent to another? If yes, they must have the same description and outcomes.  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  | Course Number and Title                 |   |
| <p>GRADE OPTIONS: Check as many or as few options as you'd like</p> <p><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.</p> |   |   |   |
|  |   | Check all that apply                    | Default (Choose one)  |
| A-F (letter grade)   | <input type="checkbox"/>  | <input type="checkbox"/>                | <input type="checkbox"/>  |
| Pass/No pass   | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/>     | <input checked="" type="checkbox"/>   |
| Audit in consultation with faculty   | <input type="checkbox"/>  | <input type="checkbox"/>                | <input type="checkbox"/>  |
| <p>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.</p>   |   |   |   |
| Course Description:<br>(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 for other math courses. |   |   |

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

|  |  |  |                                 |
|--|--|--|---------------------------------|
| <b>General Education/Discipline Studies Standard Prerequisite Approval</b>   |  |  |                                 |
| 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 <a href="http://pcc.edu/curriculum">pcc.edu/curriculum</a> |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  |  |  |                                 |
| <input type="checkbox"/> Placement into:   |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number:  | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:  | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:  | <input type="checkbox"/> Prerequisite  | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| 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. |  |                                 |

|   |   |
|---|---|
| <b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">guidance on writing good outcomes</a> . |   |
| Learning Outcomes:<br>(Use observable and measurable verbs)   | Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Choose and perform accurate intermediate-level algebraic computations in a variety of situations with and without a calculator.</li> <li>• Solve a problem at home or in an academic or work environment by creating an intermediate-level algebraic expression or equation that represents the situation and find the solution to the problem using correct intermediate-level algebraic steps.</li> <li>• Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>• Creatively and confidently apply intermediate-level algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul> |
| Course activities and design:<br>(from CCOG)  |   |
| Outcomes assessment strategies:   | Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Attendance</li> <li>3. Portfolios</li> <li>4. Individual student conference</li> </ol>   |
| Course Content:<br>Themes, Concepts, Issues and Skills:   | <b><u>Intermediate Algebra (MTH 95)</u></b><br><br><b>Themes:</b><br>Functions and function notation<br>Functions represented as graphs, tables, equations and in words<br>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

Value

Zero

Maximum

Minimum

Intersect

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  $f(3x)$

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  $f(x) = b$  for  $x$  and solve  $f(x) = g(x)$  for  $x$  where  $f$  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  $x$  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

**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) interpret 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:

- Vertex as a maximum or minimum
- Vertical intercept
- Zeros/horizontal intercepts/roots

Inputs 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  $n^{\text{th}}$  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:

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

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

Adding  
 Subtracting  
 Simplifying complex rational expressions

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

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

numbers and linear polynomials. E.g.  $\frac{\frac{3}{x}}{\frac{x}{5}}$ ,  $\frac{x-2}{5}$ , and  $\frac{\frac{3x}{4}}{4x-4}$ .

|                           |   |
|---------------------------|---|
|                           | <p>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. <math>5x^{1/2}</math>, <math>-3z^{-1/3}</math>, <math>\frac{2x^{1/3}}{x^{1/2}}</math>, <math>4y^{-1/2}y^{1/3}</math>.</p> <p>As much as possible, instructors should present functions that model real-world problems and relationships to address the content outlined on this CCOG.</p> <p>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 <math>y</math>-value.</p> <p>For simplifying complex rational expressions as in 5.3.6.1, a major emphasis shall be placed on cases where <math>a</math>, <math>b</math>, <math>c</math>, <math>d</math>, <math>e</math>, and <math>f</math> (as above) represent real numbers, linear polynomials in one variable. For example, <math>\frac{\frac{1}{x} + \frac{1}{x+2}}{5}</math> or <math>\frac{\frac{2}{3}}{\frac{1}{x} + \frac{5}{2}}</math> would be good examples.</p> |
| 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.   |

|  |  |
|--|--|
| <b>Section #2 Transferability</b>  |  |
| <p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p> |  |
| Which OUS school will the course transfer to? List all   | none   |
| How does it transfer<br>Check all that apply   | <input type="checkbox"/> required or support for major<br><input type="checkbox"/> general education distribution requirement<br><input type="checkbox"/> general elective<br><input type="checkbox"/> other (provide details) |
| Provide evidence of transferability:<br>(minimum one, more preferred)<br>Required for Gen Ed only  | <input type="checkbox"/> Completed <a href="#">Transferability Status</a> form<br><input type="checkbox"/> E-mail correspondence with receiving institution<br><input type="checkbox"/> Other - provide evidence               |
| Identify comparables at Oregon schools   | none   |
| Is General Education or Cultural Diversity designation being sought at   | <input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form<br><input checked="" type="checkbox"/> No   |

|            |  |
|------------|--|
| this time? |  |
|------------|--|

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

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

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

|   |      |            |
|---|------|------------|
| Name of certificate(s):   | 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 Departments

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

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

|  |      |
|--|------|
| Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached. | none |
|--|------|

|                      |  |
|----------------------|--|
| Implementation term: | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term AFTER the next available |
|----------------------|--|

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

### Section # 4 Department Review

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

| SAC Chair (type name)                            | Email   |
|--|---|
| Carly Vollet, Peter Haberman (Math SAC co-chair) | <a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a> ; <a href="mailto:carly.vollet@pcc.edu">carly.vollet@pcc.edu</a> |
| SAC Administrative Liaison (type name)           | Email   |
| Alyson Lighthart                                 | <a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>  |

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## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |  |   |   |
|---------------------------|--|---|---|
| Department                | Multimedia   | Submitter name                                | Beth Fitzgerald                                 |
|                           |  | Phone   | 971-722-5672                                    |
|                           |  | Email   | efitzger@pcc.edu                                |
| Current prefix and number | MM236  | Proposed prefix 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 transcript title (30 characters max) | Video Compression/Streaming                     |
| Reason for title change   | Reflects a terminology change in the industry, and would be more 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(include requisites) |
|--|--|
| Introduces preparing video and audio for Internet playback, incorporating the principles of quality video and audio streaming techniques and technology.<br>Introduces adaptation of video and audio |  |

|   |           |
|---|-----------|
| <p>segments for streaming using industry-standard digital editing and compression software. Covers cross-platform/cross-browser projects on both PCC-provided and publically available user-generated content (UGC) hosting services to be tested for performance on Macintosh and Windows computers using various browsers and players. Prerequisite: MM 235; CAS 111D; or instructor permission. Audit available.</p> |           |
| Reason for change   | No Change |

|   |                              |
|---|------------------------------|
| <p><b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a>.</p>  |                              |
| <p>Current learning outcomes<br/><b>(required information for all course revisions)</b></p>   | <p>New learning outcomes</p> |
| <ul style="list-style-type: none"> <li>Identify the unique considerations concerning playback and streaming of digital audio and video over the World Wide Web for multiple modes of media delivery.</li> <li>Produce and present digital video and audio optimized for Internet playback by utilizing primary video and audio streaming formats.<br/>Evaluate video and audio projects for quality and optimization for multiple modes of media delivery.</li> <li>Relate standards, terminology, and techniques appropriate for a best practices approach to the changing state of the art of video and audio streaming.</li> </ul> |                              |
| Reason for change   | No Change                    |

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

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

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |  |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes  |  |
| <input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |                  |         |
|--|------------------|---------|
| <b>Section # 2 Department Review</b>   |                  |         |
| 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)                                       | Email            | Date    |



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## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## 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) | <b>Dance Performance</b> |
| 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<br>(required information for all course revisions. Include requisites)                                      | Proposed Description<br>(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. |
|-------------------|--|

|  |                       |
|--|-----------------------|
| <b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a> . |                       |
| Current learning outcomes<br>(required information for all course revisions)   | New learning outcomes |
|  |                       |
| Reason for change  |                       |

|  |                                       |                                      |                                  |
|--|---------------------------------------|--------------------------------------|----------------------------------|
| <b>REQUISITES:</b> 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<br>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. |                                       |                                      |                                  |
| <b>Current prerequisites, corequisites and concurrent</b><br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  |                                       |                                      |                                  |
| x Placement into: Audition required  |                                       |                                      |                                  |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| <b>Proposed prerequisites, corequisites and concurrent</b><br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area   |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  |                                       |                                      |                                  |
| <input type="checkbox"/> Placement into: .   |                                       |                                      |                                  |
| prefix & number: must have completed <b>one</b> of the following: D131B, D191B, D151, D230A, D230B, D290A, D290B, or D252 OR have instructor approval  | x Prerequisite                        | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes<br><input checked="" type="checkbox"/> no |
|--|--|

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

|  |  |
|--|--|
| <input type="checkbox"/> Yes           |  |
| <input checked="" type="checkbox"/> No |  |

|                     |   |
|---------------------|---|
| Implementation term | <input type="checkbox"/> Next available term after approval                                   |
|                     | <input checked="" type="checkbox"/> 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](http://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                             | <a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a>   | 3/15/13 |
| SAC Administrative Liaison (type name) | Email  | Date    |
| Gene Flores                            | <a href="mailto:Gene.flores@pcc.edu">Gene.flores@pcc.edu</a> | 3/15/13 |

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## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## 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) | <b>Dance Performance</b> |
| 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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 | 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. Prerequisites: WR115 and D131B or higher and/or D191B or higher and/or D151 or higher or |

|                   |   |
|-------------------|---|
| admission.        | instructor approval.                      |
| Reason for change | Need to reflect changes in prerequisites. |

|   |                       |
|---|-----------------------|
| LEARNING OUTCOMES: Describe what 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 <a href="#">writing good outcomes</a> . |                       |
| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes |
|   |                       |
| Reason for change   |                       |

|   |                                       |                                      |                                  |
|---|---------------------------------------|--------------------------------------|----------------------------------|
| REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores<br>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. |                                       |                                      |                                  |
| <b>Current prerequisites, corequisites and concurrent</b><br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area   |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |                                      |                                  |
| x Placement into: Audition required   |                                       |                                      |                                  |
| prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| <b>Proposed prerequisites, corequisites and concurrent</b><br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |                                      |                                  |
| <input type="checkbox"/> Placement into: .  |                                       |                                      |                                  |
| prefix & number: WR115 and must have completed <b>one</b> of the following: D131B, D191B, D151, D230A, D230B, D290A, D290B, or D252 OR have instructor approval   | x Prerequisite                        | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |                                      |
|--|--------------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br>x no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |                                      |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br>x No  |  |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br>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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |         |
|--|--|---------|
| <b>Section # 2 Department Review</b>   |  |         |
| This proposal has been reviewed at the SAC level and approved for submission   |  |         |
| SAC Chair (type name)  | Email  | Date    |
| Heidi Dyer   | <a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a>   | 3/15/13 |
| SAC Administrative Liaison (type name)   | Email  | Date    |
| Gene Flores  | <a href="mailto:Gene.flores@pcc.edu">Gene.flores@pcc.edu</a> | 3/15/13 |
| This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor. |  |         |

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |                   |   |                          |
|---------------------------|-------------------|---|--------------------------|
| Department                | Dance             | Submitter name                                | Heidi Dyer               |
|                           |                   | Phone   | 4321                     |
|                           |                   | Email   | 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) | <b>Dance Performance</b> |
| 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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, presentation, and | 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.<br>Prerequisites: WR115 and D131B or higher and/or |



|   |   |
|---|---|
| community interaction. Requires audition for admission. | D191B or higher and/or D151 or higher or instructor approval. |
| Reason for change                                       | Need to reflect changes in requisites.                        |

|   |                       |
|---|-----------------------|
| LEARNING OUTCOMES: Describe what 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 <a href="#">writing good outcomes</a> . |                       |
| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes |
|   |                       |
| Reason for change   |                       |

|   |                                       |                                      |                                  |
|---|---------------------------------------|--------------------------------------|----------------------------------|
| REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores<br>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. |                                       |                                      |                                  |
| <b>Current prerequisites, corequisites and concurrent</b><br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area   |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |                                      |                                  |
| x Placement into: Audition required   |                                       |                                      |                                  |
| prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| <b>Proposed prerequisites, corequisites and concurrent</b><br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |                                      |                                  |
| <input type="checkbox"/> Placement into: .  |                                       |                                      |                                  |
| prefix & number: WR 115 and must have completed <b>one</b> of the following: D131B, D191B, D151, D230A, D230B, D290A, D290B, or D252 OR have instructor approval  | x Prerequisite                        | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |                                      |
|--|--------------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br>x no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |                                      |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br>x No  |  |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br>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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |         |
|--|--|---------|
| <b>Section # 2 Department Review</b>   |  |         |
| This proposal has been reviewed at the SAC level and approved for submission   |  |         |
| SAC Chair (type name)  | Email  | Date    |
| Heidi Dyer   | <a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a>   | 3/15/13 |
| SAC Administrative Liaison (type name)   | Email  | Date    |
| Gene Flores  | <a href="mailto:Gene.flores@pcc.edu">Gene.flores@pcc.edu</a> | 3/15/13 |
| This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor. |  |         |

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General 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) | <b>Dance Appreciation</b> |
| 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<br>(required information for all course revisions. Include requisites)  | Proposed Description<br>(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 |

|  |   |
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| experiences including the viewing of dance in live and recorded formats, reading about dance, discussing dance, and hearing from guest experts. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. | 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   |

|   |   |
|---|---|
| <p><b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a>.</p>  |   |
| <p>Current learning outcomes<br/><b>(required information for all course revisions)</b></p>   | <p>New learning outcomes</p>  |
| <ul style="list-style-type: none"> <li>• Appreciate the artistic, social, historical, and cultural contexts of dance through observation and critique in order to be an informed audience member.</li> <li>• Generalize course content to other academic courses so that one can understand and value dance as an integral part of our lives.</li> <li>• Understand that art is not created in a vacuum in that dance is a reflection of what is occurring in the world at any given time.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the artistic, social, historical, and cultural contexts of dance in order to appreciate dance as an integral part of our lives.</li> <li>• Determine the aesthetic and artistic value of dance using a model of observation, interpretation, and evaluation.</li> <li>• Recognize artistic movements in history as they relate to social and political themes of the same time period.</li> </ul> |
| Reason for change   | Seeking GenEd status  |

|  |                                       |                                      |                                  |
|--|---------------------------------------|--------------------------------------|----------------------------------|
| <p><b>REQUISITES:</b> 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<br/>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p> |                                       |                                      |                                  |
| <p><b>Current prerequisites, corequisites and concurrent</b><br/>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>  |                                       |                                      |                                  |
| Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |                                      |                                  |
| <input type="checkbox"/> Placement into: .   |                                       |                                      |                                  |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| Proposed prerequisites, corequisites and concurrent  |                                       |                                      |                                  |

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

|  |                              |
|--|------------------------------|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes |
|  | <input type="checkbox"/> no  |

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br>x No  |  |
| Implementation term   | x Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |          |
|--|--|----------|
| <b>Section # 2 Department Review</b>   |  |          |
| This proposal has been reviewed at the SAC level and approved for submission   |  |          |
| SAC Chair (type name)  | Email  | Date     |
| Heidi Dyer   | <a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a> | 03/07/13 |
| SAC Administrative Liaison (type name)   | Email  | Date     |
| Gene Flores  | Gene.flores@pcc.edu  | 03/07/13 |
| This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor. |  |          |

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |  |   |  |
|---------------------------|--|---|--|
| Department                | Early Education & Family Studies                       | Submitter name<br>Phone<br>Email              | Andrew Garland-Forshee<br>971-722-4027<br><a href="mailto:andrew.forshee15@pcc.edu">andrew.forshee15@pcc.edu</a> |
| 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) | <b>Practicum 2</b>   |

**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  |
|--|---|
| 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 |

|                   |   |
|-------------------|---|
| Reason 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  |
|---|--|
| <p>1. Demonstrate Practicum II Competencies as specified in the Competencies for the Early Childhood Certificate.</p> <p>2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to work with children under the support and supervision of a lead teacher to guide behavior, plan and implement curriculum, and manage the early childhood environment.</p> | <p>1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children.</p> <p>2. Use an understanding of the goals, benefits, and uses of assessment, for the development of appropriate goals, curriculum, and teaching strategies for young children.</p> <p>3. Develop positive relationships and supportive interactions with young children in an early childhood environment.</p> <p>4. Reflect on personal caregiving practices in order to promote positive outcomes for each child.</p> |

|                   |            |
|-------------------|------------|
| Reason for change | No change. |
|-------------------|------------|

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

| Current prerequisites, corequisites and concurrent  |  |   |                                  |
|---|--|---|----------------------------------|
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |   |                                  |
| <input type="checkbox"/> Placement into: .  |  |   |                                  |
| prefix & number: ECE 130, HE 262  | <input type="checkbox"/> Prerequisite            | <input checked="" type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number: ECE 122, ECE 133   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite            | <input type="checkbox"/> pre/con |
| Proposed prerequisites, corequisites and concurrent   |  |   |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |   |                                  |
| <input type="checkbox"/> Placement into: .  |  |   |                                  |
| prefix & number: ECE 130B   | <input type="checkbox"/> Prerequisite            | <input checked="" type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number: ECE 122, ECE 133   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite            | <input type="checkbox"/> pre/con |

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

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term( if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|   |  |          |
|---|--|----------|
| <b>Section # 2 Department Review</b>  |  |          |
| This proposal has been reviewed at the SAC level and approved for submission. |  |          |
| SAC Chair   | Email  | Date     |
| Andrew Garland-Forshee  | <a href="mailto:andrew.forshee15@pcc.edu">andrew.forshee15@pcc.edu</a> | 03/13/13 |
| SAC Administrative Liaison  | Email  | Date     |
| Jen Piper   | <a href="mailto:jennifer.piper1@pcc.edu">jennifer.piper1@pcc.edu</a>   | 03/13/13 |



## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |                                  |   |  |
|---------------------------|----------------------------------|---|--|
| Department                | Early Education & Family Studies | Submitter name                                | Andrew Garland-Forshee   |
|                           |                                  | Phone   | 971-722-4027   |
|                           |                                  | Email   | <a href="mailto:andrew.forshee15@pcc.edu">andrew.forshee15@pcc.edu</a> |
| 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<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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/Co-requisites: 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 guidance on [writing good outcomes](#).

| Current learning outcomes<br>(required information for all course revisions) | New learning outcomes |
|--|-----------------------|
|--|-----------------------|

|  |  |
|--|--|
| <p><b>1. Understand the multiple influences on early development and learning in order to support young children and families.</b></p> <p><b>2. Support the engagement of families and communities in the education of young children through respectful, reciprocal relationships.</b></p> <p><b>3. Use assessment partnerships with families and with professional colleagues to build effective learning environments for young children.</b></p> <p><b>4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children’s learning.</b></p> <p><b>5. Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for individual children.</b></p> <p><b>6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth – 5 years.</b></p> |  |
|--|--|

|                   |            |
|-------------------|------------|
| Reason for change | No change. |
|-------------------|------------|

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

|   |  |   |   |
|---|--|---|---|
| Prerequisite Opt out form.  |  |   |   |
| <b>Current prerequisites, corequisites and concurrent</b>   |  |   |   |
| If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area                    |  |   |   |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |   |   |
| <input type="checkbox"/> Placement into: .  |  |   |   |
| prefix & number: ECE 134, ECE 123.  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite            | <input type="checkbox"/> pre/con            |
| prefix & number: ECE 124, HEC 201   | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite            | <input checked="" type="checkbox"/> pre/con |
| <b>Proposed prerequisites, corequisites and concurrent</b>  |  |   |   |
| If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area                    |  |   |   |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |   |   |
| <input type="checkbox"/> Placement into: .  |  |   |   |
| prefix & number: ECE 134, ECE 123.  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite            | <input type="checkbox"/> pre/con            |
| prefix & number: ECE 130C   | <input type="checkbox"/> Prerequisite            | <input checked="" type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con            |

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |  |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes  |  |
| <input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |          |
|--|--|----------|
| <b>Section # 2 Department Review</b>   |  |          |
| This proposal has been reviewed at the SAC level and approved for submission |  |          |
| SAC Chair (type name)  | Email  | Date     |
| Andrew Garland-Forshee   | <a href="mailto:andrew.forshee15@pcc.edu">andrew.forshee15@pcc.edu</a> | 03/13/13 |
| SAC Administrative Liaison (type name)                                       | Email  | Date     |

|  |  |          |
|--|--|----------|
| Jen Piper  | <a href="mailto:jennifer.piper1@pcc.edu">jennifer.piper1@pcc.edu</a> | 03/13/13 |
| This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor. |  |          |

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |                                  |   |                |
|---------------------------|----------------------------------|---|----------------|
| Department                | Early Education & Family Studies | Submitter name                                | Andrew Forshee |
|                           |                                  | Phone   | 971-722-4027   |
|                           |                                  | Email   |                |
| 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   | <b>No change</b>                 |   |                |

**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<br>(required information for all course revisions. Include requisites)  | Proposed Description<br>(include requisites)  |
|---|---|
| Covers advanced level skills to work with children birth – 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 | Covers advanced level skills to work with children birth – 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 |

|  |   |
|--|---|
| <p>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</p> | <p>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</p> |
| <p>Reason for change</p>   | <p>Corrected error from “required” to “recommended” prerequisites for ECE 224, ECE 236; Amend corequisite from ECE 260 to ECE 260B</p>  |

|  |                              |
|--|------------------------------|
| <p><b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a>.</p>   |                              |
| <p>Current learning outcomes<br/>(required information for all course revisions)</p>   | <p>New learning outcomes</p> |
| <ol style="list-style-type: none"> <li>1. <b>Support and engage families and communities through respectful, reciprocal relationships in early childhood environments.</b></li> <li>2. <b>Involve families and communities in young children’s development and learning.</b></li> <li>3. <b>Apply appropriate and responsible assessment to promote positive outcomes for each child.</b></li> <li>4. <b>Use central concepts, inquiry tools, and structures of content areas or academic disciplines to support young children’s learning.</b></li> <li>5. <b>Understand and follow ethical standards and other early childhood professional guidelines.</b></li> <li>6. <b>Apply principles of informed advocacy for young children and the early childhood profession.</b></li> </ol> |                              |

|                   |            |
|-------------------|------------|
| Reason for change | No change. |
|-------------------|------------|

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

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

### Current prerequisites, corequisites and concurrent

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

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

Placement into: .

prefix & number: ECE 264, ECE 200

Prerequisite

Corequisite

pre/con

prefix & number: 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

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

Placement into: .

prefix & number: ECE 264, ECE 200

Prerequisite

Corequisite

pre/con

prefix & number: **ECE 260B**

Prerequisite

Corequisite

pre/con

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

yes

no

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

Yes

No

Implementation term

Next available term after approval

Specify term (if AFTER the next available term) 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](http://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   | <a href="mailto:andrew.forshee15@pcc.edu">andrew.forshee15@pcc.edu</a> | 03/13/13 |
| SAC Administrative Liaison (type name)   | Email  | Date     |
| Jennifer Piper   | <a href="mailto:jennifer.piper1@pcc.edu">jennifer.piper1@pcc.edu</a>   | 03/13/13 |
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## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |  |
|--|--|--|--|
| Department:  | CIS  | Submitter name<br>phone and email          | Terry Foty<br>x 4070   |
| Prefix and Course<br>Number:   | CIS287X  | Credits:                                   | 4  |
| Course Title:<br>(60 characters<br>max)  | Microsoft Exchange<br>Management                                       | Transcript Title<br>(30 characters<br>max) | Microsoft Exchange Management  |
| Can this course be<br>repeated?<br><b>PCC default is 0<br/>repeats</b>   | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many<br>times?                         | Contact hours:<br>PER<br>QUARTER<br>Lecture: 3<br>Lec/lab:<br>Lab: 3 |
| If the course is repeatable then provide a<br>compelling argument.   |  |  |  |
| Is this course equivalent to another? They must<br>have the same description, outcomes and credit.   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:                  |  |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the<br>dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu<br>will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-<br>7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |  |
|  | Check all that apply   | Default (Choose one)                       |  |
| A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>        |  |
| Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>                   |  |
| Audit in consultation with faculty   | <input type="checkbox"/>   | <input type="checkbox"/>                   |  |
| Course or program fee: (Identify only fees which<br>are independent of the standard lab fee)   |  |  |  |
| <b>Course Description:</b> Begin each sentence the course description with an active verb, i.e. introduces,<br>covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include<br>course recommendations in the description. (the field expands as needed)   |  |  |  |
| Prepares students for an entry-level position as a systems administrator for a network<br>utilizing Microsoft Exchange Server for email administration. Focuses on the knowledge and<br>skills necessary to design, install, configure and manage a Microsoft Exchange Server email<br>system. Prerequisite CIS 240M, or instructor permission.  |  |  |  |
| Addendum to course description:  |  |  |  |

|  |
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|   |  |  |                                 |
|---|--|--|---------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: CIS240M   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |   |
|--|---|
| LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |   |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Install &amp; configure Exchange Server</li> <li>2. Manage exchange databases and transaction logs</li> <li>3. Monitor, troubleshoot, backup and recover exchange server</li> </ol>   |
| Course activities and design: <b>(from CCOG)</b>   | <p>This course is presented by means of:</p> <ul style="list-style-type: none"> <li>. on-campus lectures or on-line lessons</li> <li>. class discussions</li> <li>. individual lab assignments</li> <li>. group lab assignments.</li> </ul> <p>Students will be required to use essential tools to complete the lab assignments.</p>  |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <p>Other assessment choices include</p> <ul style="list-style-type: none"> <li>. Contextual written tasks in or outside of class</li> <li>. Individual or group projects</li> <li>. Class presentations</li> <li>. Quizzes and/or examinations</li> </ul>   |
| Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>   | <p>Understand the Exchange Server 2010 administrator's job</p> <ul style="list-style-type: none"> <li>. Learn how to install, configure, and maintain Exchange Server 2010</li> <li>. Configure connectors and client access, and work with recipients and mailboxes</li> <li>. Set up security, including antivirus and anti-spam, and configure message compliance</li> <li>. Plan for backup and recovery</li> </ul> |

|   |   |
|---|---|
| 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   | <input checked="" type="checkbox"/> Yes   |

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

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|   |   |
|---|---|
| <b>Section #3 Additional Information for new CTE courses</b>  |   |
| How or where will the course be taught. Check all that apply  | <input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| Transferability: Will this course transfer to another academic institution? Identify  | No  |
| <b>Impact on other Programs and Departments</b>   |   |
| 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:   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specific term AFTER next available: |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled.       |  |

#### Section # 4 Department Review

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

| SAC Chair                  | Email                       | Date     |
|----------------------------|-----------------------------|----------|
| Terry Foty                 | tfoty@pcc.edu               | 4/4/2013 |
| SAC Administrative Liaison | Email                       | Date     |
| Charmagne Ehrenhaus        | charmagne.ehrenhaus@pcc.edu | 4/4/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |   |   |   |
|--|---|---|---|
| Department:  | PE  | Submitter name<br>Phone<br>Email        | Darlene Staley<br>X 7286<br>dstaley@pcc.edu                         |
| Course Prefix and Number:  | PE 184N   | # Credits:                              | 1   |
| Course Title:<br>(60 characters max)   | Physical Activity for Weight Control II   | Transcript Title<br>(30 characters max) | Physical Activity for Weight Control II                             |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br>How many times? 1   | Contact hours:<br>PER<br>QUARTER        | Lecture:<br>Lec/lab:<br>Lab:  |
| If the course is repeatable then provide a compelling argument.  |   |   | To continue changing behavior to a healthier lifestyle of activity. |
| Is this course equivalent to another? If yes, they must have the same description and outcomes.  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  | Course Number and Title                 |   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |   |   |   |
|  |   | Check all that apply                    | Default (Choose one)  |
|  | A-F (letter grade)  | <input type="checkbox"/>                | <input checked="" type="checkbox"/>                                 |
|  | Pass/No pass  | <input checked="" type="checkbox"/>     | <input type="checkbox"/>  |
|  | Audit in consultation with faculty  | <input checked="" type="checkbox"/>     | <input type="checkbox"/>  |
| <b>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.</b>   |   |   |   |
| Course Description:<br>(field will expand as needed)   | 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 Course Description: | Students provide appropriate sport clothing for activity.<br>It is recommended that students have doctors permission for participation. |
|---------------------------------|---|

|  |                                       |  |                                 |
|--|---------------------------------------|--|---------------------------------|
| <b>General Education/Discipline Studies Standard Prerequisite Approval</b>   |                                       |  |                                 |
| 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 <a href="http://pcc.edu/curriculum">pcc.edu/curriculum</a> |                                       |  |                                 |
| x <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  |                                       |  |                                 |
| <input type="checkbox"/> Placement into:   |                                       | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| None – please explain  |                                       |  |                                 |

|   |   |
|---|---|
| <b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">guidance on writing good outcomes</a> . |   |
| 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.)<br>Develop a lifelong fitness, health and wellness program.<br>Continue to recognize triggers and introduce stress reducing skills to help with relapse prevention.<br>Learn to use online log to track nutrition. |
| Course activities and design: (from CCOG)   | Apply present physical condition to appropriate physical activity levels.<br>Apply stress reduction techniques, eating strategies and time management to avoid relapse.<br>Maintain physical activity log and food journal.<br>Fitness testing for cardiovascular endurance and body composition.   |
| Outcomes assessment strategies:   | Pre/Post physical activity and body composition testing.<br>Individual fitness participation.<br>Personal physical activity log and journal.<br>Participation in discussion assignments.<br>Assignments and quiz over course requirements and syllabus.   |
| Course Content: Themes, Concepts, Issues and Skills: (from CCOG)  | Calories expenditure/balance<br>Identification of events that cause relapse.<br>Plan for relapse or plateau<br>Relaxation techniques<br>Stress reduction<br>Eating strategies.<br>Balanced exercise program<br>Target heart rate<br>Appreciation of Benefits of lifelong activity and healthy eating  |

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

**Section #2 Transferability**

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

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

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

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

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

|   |   |
|---|---|
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus<br><input type="checkbox"/> hybrid<br><input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit)<br><input type="checkbox"/> other (explain) |
| Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details. |   |
| Name of certificate(s):   | # credits:  |
| Name of degree(s):  | # credits:  |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:                 |   |
| <b>Impact on other Programs and Departments</b>   |   |
| 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: | <input type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term AFTER the next available |
|----------------------|---|

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

**Section # 4 Department Review**

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

| SAC Chair (type name)                  | Email  |
|--|--|
| Levi Query                             | <a href="mailto:lquery@pcc.edu">lquery@pcc.edu</a> |
| SAC Administrative Liaison (type name) | Email  |
| Jen Piper                              | Jennifer.piper1@pcc.edu                            |

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## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |   |   |
|--|--|---|---|
| Department:  | Fitness Technology   | Submitter name<br>phone and email       | Tanya Littrell<br>X4043<br><a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a> |
| Prefix and Course Number:  | FT 180   | Credits:                                |   |
| Course Title:<br>(60 characters max)   | Fitness Technology<br>Internship Preparation                           | Transcript Title<br>(30 characters max) | Fit Tech Intern Prep  |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times?                         | Contact hours:<br>Lecture: 10<br>Lec/lab:<br>Lab:   |
| If the course is repeatable then provide a compelling argument.  |  |   |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:               |   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |   |   |
|  | Check all that apply   | Default (Choose one)                    |   |
| A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>     |   |
| Pass/No pass   | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>                |   |
| Audit in consultation with faculty   | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>                |   |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  |  |   |   |
| <b>Course Description:</b> 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:  |  |   |   |
|  |  |   |   |

|   |  |  |                                 |
|---|--|--|---------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: FT 101  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |   |
|--|---|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |   |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | A. Use professional skills obtained in FT 180 to secure an internship site and enroll in FT 280.  |
| Course activities and design: <b>(from CCOG)</b>   |   |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ul style="list-style-type: none"> <li>• Attendance and participation</li> <li>• Written assignments (resume, letters, applications)</li> </ul>   |
| Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>  | <ol style="list-style-type: none"> <li>1. Conduct research and interviews at 3 different sites in the health, fitness, wellness industry</li> <li>2. Use the FIND model to determine best internship site choice</li> <li>3. Prepare an internship application, resume, cover letter, and follow-up/thank you letter.</li> <li>4. Exhibit generate internship-specific learning objectives and activities</li> <li>5. Investigate special project opportunities</li> <li>6. Professional business writing (resumes, cover letters, etc.)</li> <li>7. Pre-interview prep and interviewing skills</li> <li>8. Research self, industry, business</li> <li>9. Professionalism</li> <li>10. Decision making</li> </ol> |

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

|   |   |  |
|---|---|--|
| Will this new course be part of a new, proposed PCC certificate or degree?                    |   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| Name of new certificate(s):   |   | # credit:  |
| Name of new degree(s):  |   | # credit:  |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective: | This FT 180 course will be a required course in both certificates and the AAS degree. |  |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|   |   |
|---|---|
| <b>Section #3 Additional Information for new CTE courses</b>  |   |
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain)  |
| Transferability: Will this course transfer to another academic institution? Identify  | No  |
| <b>Impact on other Programs and Departments</b>   |   |
| 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 and Yes; Other CTE programs offer an internship seminar course (ex. GRN280B). This FT 180 course will focus on pre-internship skills and securing the internship location instead of learning outcomes during the internship term. |
| 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-degrees and co-certificates. SAC Chair and Dept. Chair, Jan Abushakrah, has been informed of this new course and requirement.  |
| <b>Is there any potential impact on another department of campus?</b>   |   |
| 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:  | <input checked="" type="checkbox"/> Next available term after approval  |

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

#### Section # 4 Department Review

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

| SAC Chair (type name)                  | Email  | Date    |
|--|--|---------|
| Tanya Littrell                         | <a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>   | 4/11/13 |
| SAC Administrative Liaison (type name) | Email  | Date    |
| Jennifer Piper                         | <a href="mailto:jennifer.piper1@pcc.edu">jennifer.piper1@pcc.edu</a> | 4/11/13 |

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Portland Community College

**Course Revision**

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

course number  
 title  
 description  
 prerequisites and co-requisites  
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information  |   |  |  |
|---|---|--|--|
| Department  | Fitness Technology  | Submitter name   | Tanya Littrell   |
|   |   | Phone  | X4043  |
|   |   | Email  | <a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a> |
| 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)  |  |
| <b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below |   |  |  |
| Current Description   |   | Proposed Description   |  |
| Provides required practicum experiences for Fitness Technology majors. Required: 3rd term standing, current First Aid and CPR/AED certifications, and instructor permission.  |   | Provides required internship experiences for Fitness Technology majors. Prerequisite: FT 180. Requires third term standing, current First Aid and CPR/AED certifications, and instructor permission. |  |
| Reason for change   | Adding internship preparation 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.<br>B. Apply knowledge obtained from previous Fitness Technology courses in an actual job setting.<br>C. Design and implement fitness-related programs or projects in a job setting. |                       |

|                   |  |
|-------------------|--|
| 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: **“Requires third term standing, first aid and CPR/AED certifications, and instructor permission”.**

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: **“Requires third term standing, first aid and CPR/AED certifications, and instructor permission”.**

|                         |  |                                      |                                  |
|-------------------------|--|--------------------------------------|----------------------------------|
| prefix & number: FT 180 | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
|-------------------------|--|--------------------------------------|----------------------------------|

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

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |

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

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

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

|   |  |         |
|---|--|---------|
| Section # 2 Department Review   |  |         |
| This proposal has been reviewed at the SAC level and approved for submission. |  |         |
| SAC Chair   | Email  | Date    |
| Tanya Littrell  | <a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>   | 4/11/13 |
| SAC Administrative Liaison  | Email  | Date    |
| Jennifer Piper  | <a href="mailto:jennifer.piper1@pcc.edu">jennifer.piper1@pcc.edu</a> | 4/11/13 |

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Education   | Submitter name<br>Phone<br>Email              | Lori Wamsley, 971-722-5229,<br>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   | <b>To update the title of the course to current library language.</b> |   |   |

**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<br>(required information for all course revisions. Include requisites)  | Proposed Description<br>(include requisites)   |
|---|--|
| Provides an introduction to the selection and evaluation of library materials. Covers library standards, selection policies, verification tools, censorship and copyright laws. This course will present materials that are used in library operation and in general usage. Students will learn to evaluate and use both print and non- | Introduces to the selection and evaluation of library materials with a focus on library standards, collection development policies, censorship, intellectual freedom, and copyright. Explores assessment of print and electronic resources, user needs, and selection tools. |



|                   |   |
|-------------------|---|
| print materials.  |   |
| 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. |

|   |  |
|---|--|
| <p><b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">writing good outcomes</a>.</p>  |  |
| <p>Current learning outcomes<br/>(required information for all course revisions)</p>  | <p>New learning outcomes</p>   |
| <ol style="list-style-type: none"> <li>1. Define and discuss current library standards</li> <li>2. Define and discuss the ALA bill of rights</li> <li>3. Define and discuss selection policies of several regional public and school libraries</li> <li>4. Identify and list the uses of various verification tools used in libraries</li> <li>5. Discuss censorship policies as they relate to different areas of the library</li> <li>6. Identify the basics of the copyright laws and how it applies to various schools and libraries</li> </ol> | <ol style="list-style-type: none"> <li>1. Discuss the ALA Bill of Rights and library standards with regard to collection development and consortia selection.</li> <li>2. Analyze collection development policies.</li> <li>3. Evaluate print and electronic materials, with the aid of various selection tools used in libraries.</li> <li>4. Articulate censorship and intellectual freedom policies as they relate to different libraries and computer usage.</li> <li>5. Articulate the basics of the copyright laws and how it applies to libraries.</li> </ol> |
| Reason for change   | To provide students with the skills and knowledge needed to conduct collection development activities within libraries and to remove outdated language.  |

|  |                                       |                                      |                                  |
|--|---------------------------------------|--------------------------------------|----------------------------------|
| <p><b>REQUISITES:</b> 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<br/>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p> |                                       |                                      |                                  |
| <p><b>Current prerequisites, corequisites and concurrent</b><br/>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>  |                                       |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  |                                       |                                      |                                  |
| <input type="checkbox"/> Placement into: .   |                                       |                                      |                                  |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| <p>Proposed prerequisites, corequisites and concurrent</p>   |                                       |                                      |                                  |

|   |  |                                      |                                  |
|---|--|--------------------------------------|----------------------------------|
| If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area                    |  |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores |  |                                      |                                  |
| <input type="checkbox"/> Placement into: .  |  |                                      |                                  |
| prefix & number: ED113  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number: CAS133   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  | CAS 133 is already a prerequisite for other courses in the Library Media Assistant certificate.  |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |           |
|--|--|-----------|
| <b>Section # 2 Department Review</b>   |  |           |
| This proposal has been reviewed at the SAC level and approved for submission   |  |           |
| SAC Chair (type name)  | Email  | Date      |
| Tanya Mead   | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 3/10/2013 |
| SAC Administrative Liaison (type name)   | Email  | Date      |
| Dan Wenger   | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 3/10/2013 |
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## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED113  |  | Credits: 3  |
| Course Title:<br>(60 characters max)   | Introduction to Library and Information Services                       |  | Transcript Title<br>(30 characters max)<br>Intro Library/Info Services                |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                      |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  | Check all that apply   |  | Default (Choose one)  |
| A-F (letter grade)   | <input checked="" type="checkbox"/>                                    |  | <input checked="" type="checkbox"/>   |
| Pass/No pass   | <input type="checkbox"/>   |  | <input type="checkbox"/>  |
| Audit in consultation with faculty   | <input checked="" type="checkbox"/>                                    |  | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)   |  |  |   |
| Introduces the philosophical foundations of libraries and information services. Provides an overview of the history of libraries, different types of libraries, the roles of library staff, and the evolving purpose, function, and services of libraries within a community. Explores library ethics, values, advocacy, and governance.   |  |  |   |
| Addendum to course description:  |  |  |   |
|  |  |  |   |

|   |                                       |  |  |
|---|---------------------------------------|--|--|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |                                       |  |  |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |  |  |
| <input checked="" type="checkbox"/> Placement into: WR121   |                                       | <input type="checkbox"/> Placement into: |  |
| course prefix & number: LIB101  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input checked="" type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co            |

|  |  |
|--|--|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |  |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Discuss the history of libraries and their current purpose in today’s society.</li> <li>2. Identify and describe different types of libraries and their functions.</li> <li>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.</li> <li>4. Explain how different professional library associations support libraries and library staff.</li> <li>5. Explain how different library organizations are governed and funded.</li> <li>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.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Active exploration of different types of libraries, library associations, and library staff roles through observation, reflection, and analysis.</li> <li>2. Create a library’s mission statement.</li> <li>3. Write an argument for the purpose of libraries in today’s society.</li> <li>4. Identify library jobs and the skills needed to work in those jobs.</li> <li>5. Interactive class discussions.</li> <li>6. Individual and group activities, projects, and presentations.</li> </ol>   |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of various aspects of library and information services through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>   |

|   |  |
|---|--|
| Course Content:<br>Themes, Concepts,<br>Issues and Skills:<br><a href="#">(from CCOG)</a> | <ol style="list-style-type: none"> <li>1. History, purpose, and advocacy of libraries.</li> <li>2. Types of libraries, library staff roles, and library associations.</li> <li>3. The governance and funding models of libraries.</li> <li>4. Ethical principles and values of libraries.</li> </ol> |
|---|--|

|   |  |              |
|---|--|--------------|
| <b>Section #2 Function of the new course within an existing and/or new program(s)</b>   |  |              |
| 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 existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |              |
| Name of new certificate(s):   |  | # credit:    |
| Name of new degree(s):  |  | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be a required, introductory course for the Library Assistant certificate  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|  |  |  |
|--|--|--|
| <b>Section #3 Additional Information for new CTE courses</b>   |  |  |
| How or where will the course be taught. Check all that apply   | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |  |
| Transferability: Will this course transfer to another academic institution? Identify                                     |  |  |
| <b>Impact on other Programs and Departments</b>  |  |  |
| 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  | 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 impact on another department of campus?  |   |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached  | No.   |
| Implementation term:  | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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 been reviewed at the SAC level and approved for submission. |  |           |
| SAC Chair   | Email  | Date      |
| Tanya Mead  | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 3/10/2013 |
| SAC Administrative Liaison  | Email  | Date      |
| Dan Wenger  | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 3/10/2013 |

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |   |   |   |
|---------------------------|---|---|---|
| Department                | Education   | Submitter name<br>Phone<br>Email              | Lori Wamsley, 971-722-5229,<br>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   | <b>To update the focus of the course to reference services provided in libraries, which will include the evaluation of reference materials.</b> |   |   |

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

|                   |   |
|-------------------|---|
| Reason 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<br>(required information for all course revisions)   | New learning outcomes   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Distinguish between basic categories and uses of reference materials,</li> <li>2. Use standard reference sources including dictionaries, encyclopedias, almanacs, handbooks, directories, geographical sources, bibliographic sources, government documents, and indexes to answer simple and complex queries</li> <li>3. Develop search strategies to respond effectively and efficiently to various reference questions</li> <li>4. Understand the basic architecture of search engines and databases in order to maximize search results.</li> <li>5. Begin to develop proficiency in using online and CD-ROM databases</li> <li>6. Learn to evaluate sources as to authority, audience and utility and the use of review sources</li> <li>7. Begin to develop proficiency in reference interviewing+</li> <li>8. Perform basic internet and electronic database searching</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate proficiency in searching different reference sources to respond effectively and efficiently to various reference questions.</li> <li>2. Evaluate sources according to authority, audience, and utility.</li> <li>3. Develop basic proficiency in conducting reference interviews.</li> <li>4. Articulate different models of reference service and how library staff provide those services.</li> </ol> |

|                   |   |
|-------------------|---|
| 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

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

Placement into: .



|   |  |                                      |                                  |
|---|--|--------------------------------------|----------------------------------|
| prefix & number:  | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:  | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| Proposed prerequisites, corequisites and concurrent<br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area |  |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores                                     |  |                                      |                                  |
| <input type="checkbox"/> Placement into: .  |  |                                      |                                  |
| prefix & number: ED113  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number: ED118  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |  |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |           |
|--|--|-----------|
| <b>Section # 2 Department Review</b>   |  |           |
| This proposal has been reviewed at the SAC level and approved for submission   |  |           |
| SAC Chair (type name)  | Email  | Date      |
| Tanya Mead   | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 3/10/2013 |
| SAC Administrative Liaison (type name)   | Email  | Date      |
| Dan Wenger   | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 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 <sup>th</sup> floor. |  |           |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  | Submitter name<br>phone and email          | Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu                 |
| Prefix and Course<br>Number:   | ED118  | Credits:                                   | 3   |
| Course Title:<br>(60 characters<br>max)  | Customer Service &<br>Communication in<br>Libraries                    | Transcript Title<br>(30 characters<br>max) | Cust Serv & Comm in Libraries                                       |
| Can this course be<br>repeated?<br><b>PCC default is 0<br/>repeats</b>   | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many<br>times? 0                       | Contact hours:<br>PER<br>QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab: |
| If the course is repeatable then provide a<br>compelling argument.   |  | N/A  |   |
| Is this course equivalent to another? They must<br>have the same description, outcomes and credit.   | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:                  |   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the<br>dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu<br>will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-<br>7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  | Check all that apply   | Default (Choose one)                       |   |
| A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>        |   |
| Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>                   |   |
| Audit in consultation with faculty   | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>                   |   |
| Course or program fee: (Identify only fees which<br>are independent of the standard lab fee)   | N/A  |  |   |
| <b>Course Description:</b> Begin each sentence the course description with an active verb, i.e. introduces,<br>covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include<br>course recommendations in the description. (the field expands as needed)   |  |  |   |
| Examines communication, customer service and teamwork models within libraries. Focuses on developing practical<br>skills for working in libraries, such as conflict resolution and interpersonal skills. Prerequisites: WR121 & LIB101   |  |  |   |
| Addendum to course description:  |  |  |   |
|  |  |  |   |

|   |                                       |  |  |
|---|---------------------------------------|--|--|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |                                       |  |  |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |  |  |
| <input checked="" type="checkbox"/> Placement into: WR121   |                                       | <input type="checkbox"/> Placement into: |  |
| course prefix & number: LIB101  | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input checked="" type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co            |

|  |  |
|--|--|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |  |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Actively encourage and participate in teamwork with library colleagues.</li> <li>2. Seek, offer, receive, and apply constructive feedback from library colleagues and users.</li> <li>3. Use appropriate communication styles with others in the library when listening, communicating (verbally and nonverbally) and writing.</li> <li>4. Apply conflict resolution methods in a positive and productive manner and recognize when a situation should be referred to a library supervisor.</li> <li>5. Model and promote approachable, respectful, and equitable behaviors and attitudes with library colleagues and users.</li> <li>6. Support and participate in decision-making processes, including providing timely, accurate, and critical information to library colleagues, as needed.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Active exploration of library service policies and patron interactions through observation, reflection, analysis, and research.</li> <li>2. Practice communication styles, conflict resolution, and collaborative behaviors.</li> <li>3. Interactive class discussions.</li> <li>4. Individual and collaborative group activities, projects, and presentations.</li> </ol>   |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of communication, teamwork, and customer service models used in a library setting through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>  |
| Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>  | <ol style="list-style-type: none"> <li>1. Communication, including verbal, nonverbal, listening, and writing skills.</li> <li>2. Teamwork, including collaborating with others on projects and tasks, as well as seeking, receiving and providing feedback.</li> <li>3. Customer service, including conflict resolution and treating other respectfully and equitably.</li> </ol>  |

| Section #2 Function of the new course within an existing and/or new program(s)  |   |              |
|---|---|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |   |              |
| Rationale for the new course.   | 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 an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be a required course for the Library Assistant certificate   |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

| Section #3 Additional Information for new CTE courses   |  |
|---|--|
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| 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 | 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 impact on another department of campus?   |   |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached | No.   |
| Implementation term:   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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                 | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 3/10/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED119  |  | Credits:<br>3   |
| Course Title:<br>(60 characters max)   | Library Access Services  |  | Transcript Title<br>(30 characters max)<br>Access Services                            |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER<br>QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                   |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  |  | Check all that apply   | Default (Choose one)  |
|  | A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|  | Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|  | Audit in consultation with faculty                                     | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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 prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: ED113   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number: ED118   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|   |  |
|---|--|
| <p><b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">guidance on writing good outcomes</a>.</p> |  |
| <p>Outcomes: <b>(Use observable and measurable verbs)</b></p>   | <ol style="list-style-type: none"> <li>1. Explain library policies and procedures related to access services to library patrons and staff.</li> <li>2. Articulate circulation processes, including check-in and check-out of materials, collecting fees, and processing library cards.</li> <li>3. Apply access services models that support quality customer service in a library setting.</li> <li>4. Maintain and use library records based on patron confidentiality and privacy policies.</li> <li>5. Identify and explain copyright issues related to reserves, document delivery, and interlibrary loan to patrons.</li> <li>6. Organize and maintain collections through shelving, shifting, and shelf-reading.</li> </ol> |
| <p>Course activities and design: <b>(from CCOG)</b></p>   | <ol style="list-style-type: none"> <li>1. Articulate different types of access service models in libraries.</li> <li>2. Explore issues of patron record confidentiality and privacy.</li> <li>3. Discuss copyright issues related to reserves, document delivery, and interlibrary loan to patrons.</li> <li>4. Review shelving techniques and processes.</li> <li>5. Interactive class discussions.</li> <li>6. Individual and group activities, projects, and presentations.</li> </ol>  |
| <p>Outcomes assessment strategies: <b>(from CCOG)</b></p>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of access services, such as circulation processes and procedures, interlibrary loan, document delivery, reserves, and copyright through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>  |

|   |  |
|---|--|
| Course Content:<br>Themes, Concepts,<br>Issues and Skills:<br><a href="#">(from CCOG)</a> | <ol style="list-style-type: none"> <li>1. Introduction to access services.</li> <li>2. Circulation policies and procedures.</li> <li>3. Interlibrary Loan, Reserves, and Document Delivery.</li> <li>4. Copyright as it relates to access services.</li> </ol> |
|---|--|

|   |   |              |
|---|---|--------------|
| <b>Section #2 Function of the new course within an existing and/or new program(s)</b>   |   |              |
| 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 of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be a required course for the Library Assistant certificate.  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|  |  |
|--|--|
| <b>Section #3 Additional Information for new CTE courses</b>   |  |
| How or where will the course be taught. Check all that apply   | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| Transferability: Will this course transfer to another academic institution? Identify                                     |  |
| <b>Impact on other Programs and Departments</b>  |  |
| 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  | ED113 is a new course that will be required of all students interested in the Library Assistant certificate.<br>ED118 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:  | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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 been reviewed at the SAC level and approved for submission.

| SAC Chair                  | Email  | Date       |
|----------------------------|--|------------|
| Tanya Mead                 | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 03/10/2013 |
| SAC Administrative Liaison | Email  | Date       |
| Dan Wenger                 | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 03/10/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED122  |  | Credits: 3  |
| Course Title:<br>(60 characters max)   | Library Technical Services   |  | Transcript Title<br>(30 characters max)<br>Technical Services                         |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                      |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  | Check all that apply   |  | Default (Choose one)  |
| A-F (letter grade)   | <input checked="" type="checkbox"/>                                    |  | <input checked="" type="checkbox"/>   |
| Pass/No pass   | <input type="checkbox"/>   |  | <input type="checkbox"/>  |
| Audit in consultation with faculty   | <input checked="" type="checkbox"/>                                    |  | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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 collections, 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 prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: ED113   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number: ED134   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |   |
|--|---|
| LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |   |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Explain how technical services and collection management principles support library services.</li> <li>2. Apply library procedures for ordering/subscribing, receiving, processing, maintaining, and preserving materials.</li> <li>3. Identify and select appropriate vendors for the acquisition of materials.</li> <li>4. Acquire and process library materials.</li> <li>5. Articulate methods for maintaining a collection budget, including the encumbrance and reconciliation of funds.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Articulate how technical services and collection management supports library services.</li> <li>2. Practice ordering, receiving and processing library materials.</li> <li>3. Create a collection budget.</li> <li>4. Interactive class discussions.</li> <li>5. Individual and group activities, projects, and presentations.</li> </ol>   |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of technical services, such as acquisition, processing, maintaining, and preserving print and electronic collections, including serials subscriptions, through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>    |
| Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>   | <ol style="list-style-type: none"> <li>1. Introduction to technical services.</li> <li>2. Collection management procedures, including ordering/subscribing, receiving, processing, maintaining, and preserving materials.</li> <li>3. Collection budgets</li> </ol>   |

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

|   |   |              |
|---|---|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |   |              |
| Rationale for the new course.   | 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 an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be a required course for the Library Assistant certificate.  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|   |  |
|---|--|
| Section #3 Additional Information for new CTE courses   |  |
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| 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 | ED113 is a new course that will be required of all students interested in the Library Assistant certificate.<br>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:   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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 been reviewed at the SAC level and approved for submission.

| SAC Chair                  | Email  | Date       |
|----------------------------|--|------------|
| Tanya Mead                 | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 03/10/2013 |
| SAC Administrative Liaison | Email  | Date       |
| Dan Wenger                 | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 03/10/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED134  |  | Credits: 3  |
| Course Title:<br>(60 characters max)   | Library Technology I   |  | Transcript Title<br>(30 characters max)<br>Library Technology I                       |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture 30<br>Lec/lab:<br>Lab:                       |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  |  | Check all that apply   | Default (Choose one)  |
|  | A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|  | Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|  | Audit in consultation with faculty                                     | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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 prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: CAS 133   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number: LIB 113   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |  |
|--|--|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |  |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Explain the role of technology within libraries.</li> <li>2. Demonstrate ability to use library equipment and computer applications, software, and hardware in order to troubleshoot basic technical problems.</li> <li>3. Analyze different vendors for library catalogs and integrated library systems.</li> <li>4. Promote and use assistive technologies in libraries.</li> <li>5. Describe how different social media tools may be used to collaborate on, promote, and provide library services.</li> <li>6. Create a basic website that includes images and video.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Compare and contrast different vendors for library catalogs and integrated library systems.</li> <li>2. Articulate the different components of integrated library systems.</li> <li>3. Design and develop a basic library website that includes images and video.</li> <li>4. Interactive class discussions.</li> <li>5. Individual and group activities, projects, and presentations.</li> </ol>  |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of various aspects of library technologies, such as library catalogs, integrated library systems, computer hardware and software through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>   |
| Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>   | <ol style="list-style-type: none"> <li>1. Role of technology in libraries.</li> <li>2. Types of technologies used within a library.</li> <li>3. Evaluation, use, and implementation of library technologies.</li> <li>4. Ability to troubleshoot basic library technology issues.</li> </ol>   |

| Section #2 Function of the new course within an existing and/or new program(s)  |  |              |
|---|--|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |  |              |
| Rationale for the new course.   | 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 of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |              |
| Name of new certificate(s):   |  | # credit:    |
| Name of new degree(s):  |  | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be a required for the Library Assistant certificate.  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

| Section #3 Additional Information for new CTE courses   |  |
|---|--|
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| 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 | ED 113 is a new course that will be required of all students interested in the Library Assistant certificate.<br>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:   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2013  |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled.       |   |

|   |  |           |
|---|--|-----------|
| Section # 4 Department Review   |  |           |
| This proposal has been reviewed at the SAC level and approved for submission. |  |           |
| SAC Chair   | Email  | Date      |
| Tanya Mead  | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 4/15/2013 |
| SAC Administrative Liaison  | Email  | Date      |
| Dan Wenger  | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 4/15/2013 |

Portland Community College

**Course Revision**

**What do you want to change?**  
 Check all that apply- double click on the check box which opens the task window

course number

title

description (include requisites)

outcomes

prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information |   |   |   |
|--------------------------------|---|---|---|
| Department                     | Education   | Submitter name<br>Phone<br>Email              | Lori Wamsley, 971-722-5229,<br>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        | <b>To more accurately reflect the course content.</b> |   |   |

| 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.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description. |  |
|--|--|
| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(include requisites)   |
| Introduces students to the many educational uses of computers and how to integrate educational technology into the curriculum. Prerequisites: Completion of WR 115; RD 115; and CAS 133  | Explores existing and emerging educational technology being used in libraries and classrooms. Focuses on using educational technology to complement and enhance learning activities. Discusses basic principles of instructional design and adaptive technologies. |

|                   |  |
|-------------------|--|
| Reason for change | 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<br>(required information for all course revisions)  | New learning outcomes  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Create instructional materials by using word processing, database and presentation/publishing programs for use in K-12 settings.</li> <li>2. Use rubrics to aid in the evaluation of educationally-valid information on Web sites and educational software for use in the classroom.</li> <li>3. 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.</li> <li>4. Design student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations in an educational setting.</li> <li>5. Use an understanding of instructional theories and models concerning educational technology to increase technology integration in schools.</li> </ol> | <ol style="list-style-type: none"> <li>1. Describe how technology integration into learning activities can enhance learning, based on instructional theories and models.</li> <li>2. Apply basic principles of instructional design to develop technology-enhanced learning activities for diverse learner groups.</li> <li>3. Create online instructional materials and presentations for use in the classroom or library.</li> <li>4. Evaluate educational technology for use in the classroom or library.</li> <li>5. Collaborate and communicate with others using educational technology.</li> <li>6. Utilize assistive and adaptive technologies in the design and development of learning activities for diverse learner groups.</li> </ol> |

|                   |  |
|-------------------|--|
| 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.

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

|   |  |                                      |                                  |
|---|--|--------------------------------------|----------------------------------|
| prefix & number:  | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| Proposed prerequisites, corequisites and concurrent<br>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area |  |                                      |                                  |
| <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores                                     |  |                                      |                                  |
| <input checked="" type="checkbox"/> Placement into: WR121   |  |                                      |                                  |
| prefix & number: CAS133   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number:  | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |  |

|   |  |
|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes  | CAS 133 and WR121 are already prerequisites for other courses in the Paraeducator and Library Media Assistant certificates.                                  |
| <input checked="" type="checkbox"/> No  |  |
| Implementation term   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |            |
|--|--|------------|
| <b>Section # 2 Department Review</b>   |  |            |
| This proposal has been reviewed at the SAC level and approved for submission   |  |            |
| SAC Chair (type name)  | Email  | Date       |
| Tanya Mead   | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 03/10/2013 |
| SAC Administrative Liaison (type name)   | Email  | Date       |
| Dan Wenger   | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 03/10/2013 |
| 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 <sup>th</sup> floor. |  |            |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED238  |  | Credits:<br>3   |
| Course Title:<br>(60 characters max)   | Library Supervision & Management                                       |  | Transcript Title<br>(30 characters max)<br>Library Supervision & Management           |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER<br>QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                   |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  |  | Check all that apply   | Default (Choose one)  |
|  | A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|  | Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|  | Audit in consultation with faculty                                     | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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 supervision and management. Focuses on supervision and training of library staff, facilities, marketing, community outreach, budgeting, fundraising and grant writing.<br>Prerequisites: ED113; ED118   |  |  |   |
| Addendum to course description:  |  |  |   |
|  |  |  |   |

|   |  |  |                                 |
|---|--|--|---------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input checked="" type="checkbox"/> Placement into:   |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: ED113   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number: ED118   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|   |  |
|---|--|
| <p><b>LEARNING OUTCOMES:</b> Describe what 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 <a href="#">guidance on writing good outcomes</a>.</p> |  |
| <p>Outcomes: <b>(Use observable and measurable verbs)</b></p>   | <ol style="list-style-type: none"> <li>1. Assist in the planning, development, advocacy, and promotion of library services and programs within a local community.</li> <li>2. Analyze how different libraries are funded through the review of library budgets and justify library expenditures to various stakeholder groups.</li> <li>3. Identify funding sources, create documentation to apply for funding, and participate in fundraising opportunities.</li> <li>4. Participate in the recruitment, hiring, training, and evaluation of library staff.</li> <li>5. Revise (as needed) library policies and procedures, based on user needs.</li> </ol> |
| <p>Course activities and design: <b>(from CCOG)</b></p>   | <ol style="list-style-type: none"> <li>1. Analyze library budgets and explain expenditures.</li> <li>2. Develop a library program or service.</li> <li>3. Identify grant and other funding sources and fundraising opportunities.</li> <li>4. Interactive class discussions.</li> <li>5. Individual and group activities, projects, and presentations.</li> </ol>  |
| <p>Outcomes assessment strategies: <b>(from CCOG)</b></p>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of library supervision and management strategies through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>   |
| <p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>   | <ol style="list-style-type: none"> <li>1. Advocacy for library programs, services, budgets, funding, and staff.</li> <li>2. Funding sources and fundraising opportunities</li> <li>3. Recruitment, hiring, training, and evaluation of library staff.</li> </ol>   |

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

|   |   |              |
|---|---|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |   |              |
| Rationale for the new course.   | To provide students with an overview of the supervisory and management concepts related to libraries. |              |
| Will this new course be part of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No                                |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be an elective course within the library assistant certificate program.              |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|   |  |
|---|--|
| Section #3 Additional Information for new CTE courses   |  |
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| 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   |  |
| Is there any potential impact on another department of campus?   |  |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached | No.  |
| Implementation term:   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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  | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 04/15/2013 |
| SAC Administrative Liaison  | Email  | Date       |
| Dan Wenger  | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 04/15/2013 |



Portland Community College

**Course Revision**

**What do you want to change?**  
 Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information |  |   |   |
|--------------------------------|--|---|---|
| Department                     | Education  | Submitter name<br>Phone<br>Email              | Lori Wamsley, 971-722-5229,<br>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        | <b>To distinguish the library assistant practicum course from the paraeducator practicum course.</b> |   |   |

| 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.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description. |   |
|--|---|
| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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. |

|                   |  |
|-------------------|--|
| Reason for change | To clarify the amount of time spent in a supervised field experience to complete the course. |
|-------------------|--|

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

| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Apply/practice professional, ethical, and legal knowledge/behavior.</li> <li>2. Use interpersonal and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences.</li> <li>3. Use research-based techniques to support instruction.</li> <li>4. Modify instruction to meet individual student needs.</li> <li>5. Manage behaviors in the classroom.</li> <li>6. Apply professional workplace skills.</li> </ol> | <ol style="list-style-type: none"> <li>1. Apply and practice beginning professional, ethical, and legal knowledge and behavior.</li> <li>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.</li> <li>3. Apply and use beginning access services, technical services, and reference services knowledge and skills to serve library and patrons' needs.</li> </ol> |

|                   |   |
|-------------------|---|
| Reason for change | To remove language related to the 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.

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

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

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> . | <input type="checkbox"/> yes           |
|  | <input checked="" type="checkbox"/> no |

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

|                              |  |
|------------------------------|--|
| <input type="checkbox"/> Yes |  |
| <input type="checkbox"/> No  |  |

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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      |
|--|--|-----------|
| Tanya Mead                             | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 4/15/2013 |
| SAC Administrative Liaison (type name) | Email  | Date      |
| Dan Wenger                             | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 4/15/2013 |

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Portland Community College

**Course Revision**

**What do you want to change?**  
 Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information |  |   |   |
|--------------------------------|--|---|---|
| Department                     | Education  | Submitter name<br>Phone<br>Email              | Lori Wamsley, 971-722-5229,<br>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        | <b>To distinguish the library assistant practicum course from the paraeducator practicum course.</b> |   |   |

| 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.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description. |   |
|--|---|
| Current Description<br>(required information for all course revisions. Include requisites)   | Proposed Description<br>(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. |

|                   |  |
|-------------------|--|
| Reason for change | To clarify the amount of time spent in a supervised field experience to complete the course. |
|-------------------|--|

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

| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Apply/practice professional, ethical, and legal knowledge/behavior.</li> <li>2. Use interpersonal and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences.</li> <li>3. Use research-based techniques to support instruction.</li> <li>4. Modify instruction to meet individual student needs.</li> <li>5. Manage behaviors in the classroom.</li> <li>6. Apply professional workplace skills.</li> </ol> | <ol style="list-style-type: none"> <li>1. Apply and practice developing professional, ethical, and legal knowledge and behavior.</li> <li>2. 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.</li> <li>3. Apply and use developing access services, technical services, and reference services knowledge and skills to serve library and patrons' needs.</li> </ol> |
| Reason for change   | To remove language related to the 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

Placement into:

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

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

#### Proposed prerequisites, corequisites and concurrent

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

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

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

|   |  |
|---|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .  | <input type="checkbox"/> yes           |
|   | <input checked="" type="checkbox"/> no |
| <p><b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.</p> |  |

|  |  |
|--|--|
| <p><b>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?</b></p> |  |
| Please provide details, who was contacted and the resolution.  |  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No  |  |
| Implementation term  | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>  |  |

|  |  |           |
|--|--|-----------|
| 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   | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 4/10/2013 |
| SAC Administrative Liaison (type name)   | Email  | Date      |
| Dan Wenger   | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 4/10/2013 |
| 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 <sup>th</sup> floor. |  |           |

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

|                           |  |   |   |
|---------------------------|--|---|---|
| Department                | Education  | Submitter name<br>Phone<br>Email              | Lori Wamsley, 971-722-5229,<br>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   | <b>To distinguish the library assistant practicum course from the paraeducator practicum course.</b> |   |   |

**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<br>(required information for all course revisions. Include requisites) | Proposed Description<br>(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. |

|                   |  |
|-------------------|--|
| Reason for change | To clarify the amount of time spent in a supervised field experience to complete the course. |
|-------------------|--|

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

| Current learning outcomes<br>(required information for all course revisions)  | New learning outcomes  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Apply/practice professional, ethical, and legal knowledge/behavior.</li> <li>2. Use interpersonal and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences.</li> <li>3. Use research-based techniques to support instruction.</li> <li>4. Modify instruction to meet individual student needs.</li> <li>5. Manage behaviors in the classroom.</li> <li>6. Apply professional workplace skills.</li> </ol> | <ol style="list-style-type: none"> <li>1. Apply and practice evolving professional, ethical, and legal knowledge and behavior.</li> <li>2. 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.</li> <li>3. Apply and use evolving access services, technical services, and reference services knowledge and skills to serve library and patrons' needs.</li> </ol> |

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



|                         |  |                                      |                                  |
|-------------------------|--|--------------------------------------|----------------------------------|
| prefix & number: ED113  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |
| prefix & number: CAS133 | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite | <input type="checkbox"/> pre/con |

|  |  |
|--|--|
| Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .   | <input type="checkbox"/> yes<br><input checked="" type="checkbox"/> no |
| <b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance. |  |

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|---|--|
| <b>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?</b> |  |
| Please provide details, who was contacted and the resolution.   |  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No   |  |
| Implementation term   | <input checked="" type="checkbox"/> Next available term after approval<br><input type="checkbox"/> Specify term (if AFTER the next available term) |
| Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>   |  |

|  |  |           |
|--|--|-----------|
| <b>Section # 2 Department Review</b>   |  |           |
| This proposal has been reviewed at the SAC level and approved for submission   |  |           |
| SAC Chair (type name)  | Email  | Date      |
| Tanya Mead   | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 3/10/2013 |
| SAC Administrative Liaison (type name)   | Email  | Date      |
| Dan Wenger   | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 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 <sup>th</sup> floor. |  |           |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED230  |  | Credits: 3  |
| Course Title:<br>(60 characters max)   | Preservation of Library Materials                                      |  | Transcript Title<br>(30 characters max)<br>Preservation Lib. Materials                |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                      |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  |  | Check all that apply   | Default (Choose one)  |
|  | A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|  | Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|  | Audit in consultation with faculty                                     | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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 course description:  |  |  |   |
|  |  |  |   |

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|---|--|--|---------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: ED111   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |  |
|--|--|
| LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |  |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Perform basic book repair techniques, including tipping in pages, repairing hinges and corners, replacing covers, and reinforcing spines.</li> <li>2. Identify, convert, and use different types of media storage, formats, and equipment for preservation and storage of library materials.</li> <li>3. Explain how to preserve and store different media formats in different library settings.</li> </ol>   |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Practice basic book repair techniques.</li> <li>2. Practice preserving data in different media formats.</li> <li>3. Interactive class discussions.</li> <li>4. Individual and group activities, projects, and presentations.</li> </ol>  |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of preservation strategies and techniques for library materials and data storage used in a library setting through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol> |
| Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>   | <ol style="list-style-type: none"> <li>1. Book repair</li> <li>2. Materials preservation and storage.</li> <li>3. Digitization of materials.</li> </ol>  |

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| Section #2 Function of the new course within an existing and/or new program(s)  |
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |

|  |  |              |
|--|--|--------------|
| Rationale for the new course.  | To provide students with an overview of the preservation strategies and data storage techniques used within libraries and allow students the opportunities to develop materials preservation skills. |              |
| Will this new course be part of an existing, currently approved PCC certificate and/or degree? | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?                     | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |              |
| Name of new certificate(s):  |  | # credit:    |
| Name of new degree(s):   |  | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:  | This course will be an elective course within the library assistant certificate program.   |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| <p>If <b>no</b> is selected continue to part three.</p> <p>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>.</p> |  |

|   |   |
|---|---|
| <b>Section #3 Additional Information for new CTE courses</b>  |   |
| How or where will the course be taught. Check all that apply  | <input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| Transferability: Will this course transfer to another academic institution? Identify  |   |
| <b>Impact on other Programs and Departments</b>   |   |
| 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  | No.   |

|  |  |
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| agreements that have been reached  |  |
| Is there any potential impact on another department of campus?   |  |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached | No.  |
| Implementation term:   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> 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  | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 04/15/2013 |
| SAC Administrative Liaison  | Email  | Date       |
| Dan Wenger  | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 04/15/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED232  |  | Credits: 3  |
| Course Title:<br>(60 characters max)   | Library Outreach to Diverse Communities                                |  | Transcript Title<br>(30 characters max)<br>Lib. Outreach/Diverse Comm.                |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                      |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  |  | Check all that apply   | Default (Choose one)  |
|  | A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|  | Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|  | Audit in consultation with faculty                                     | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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 prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: ED113   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number: ED118   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |   |
|--|---|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |   |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>Analyze multicultural outreach opportunities and challenges that exist in different types of libraries.</li> <li>Conduct a needs assessment of diverse populations.</li> <li>Develop services or programs for diverse populations.</li> <li>Articulate how diverse collections can support multicultural communities and inclusion.</li> <li>Create physical and online displays and materials to promote outreach services and programs.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>Conduct a needs assessment of diverse populations and develop a service or program, based on the results of that need assessment.</li> <li>Create physical and online displays and materials to promote outreach services and programs.</li> <li>Interactive class discussions.</li> <li>Individual and group activities, projects, and presentations.</li> </ol>  |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>Demonstrate knowledge of multicultural perspectives and outreach strategies used in a library setting through class discussions, activities, projects, and presentations.</li> <li>Actively participate in class discussions.</li> <li>Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>Complete class activities, projects, and presentations on time.</li> </ol>                               |
| Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>  | <ol style="list-style-type: none"> <li>Multicultural perspectives in libraries.</li> <li>Outreach services to diverse communities served by libraries.</li> </ol>   |

| Section #2 Function of the new course within an existing and/or new program(s)  |   |              |
|---|---|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |   |              |
| Rationale for the new course.   | 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 of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be an elective course within the library assistant certificate program.  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

| Section #3 Additional Information for new CTE courses   |  |
|---|--|
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| 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:  | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014 |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled.  |  |

|   |  |            |
|---|--|------------|
| Section # 4 Department Review   |  |            |
| This proposal has be reviewed at the SAC level and approved for submission. |  |            |
| SAC Chair   | Email  | Date       |
| Tanya Mead  | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a> | 04/10/2013 |
| SAC Administrative Liaison  | Email  | Date       |
| Dan Wenger  | dan.wenger1@pcc.edu                              | 04/10/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |                                     |  |  |
|--|--|-------------------------------------|--|--|
| 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?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0                   | Contact hours:<br>PER<br>QUARTER                                       | Lecture: 30<br>Lec/lab:<br>Lab:                  |
| If the course is repeatable then provide a compelling argument.  |  |                                     | N/A  |  |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  |                                     | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:                        |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |                                     |  |  |
|  |  | Check all that apply                |  | Default (Choose one)                             |
| A-F (letter grade)   |  | <input checked="" type="checkbox"/> |  | <input checked="" type="checkbox"/>              |
| Pass/No pass   |  | <input type="checkbox"/>            |  | <input type="checkbox"/>                         |
| Audit in consultation with faculty   |  | <input checked="" type="checkbox"/> |  | <input type="checkbox"/>                         |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  |  |                                     | N/A  |  |
| <b>Course Description:</b> 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 course description:  |  |                                     |  |  |
|  |  |                                     |  |  |

|   |  |  |                                      |
|---|--|--|--------------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                      |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                      |
| <input type="checkbox"/> Placement into:  |  | <input type="checkbox"/> Placement into:         |                                      |
| course prefix & number: ED134   |  | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite |
| course prefix & number:   |  | <input type="checkbox"/> Prerequisite            | <input type="checkbox"/> Corequisite |
|   |  | <input type="checkbox"/> pre/co                  | <input type="checkbox"/> pre/co      |

|  |   |
|--|---|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |   |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Explain the basic architecture of online search tools, such as search engines and library databases.</li> <li>2. Demonstrate proficiency in the use of social media and web tools for library purposes.</li> <li>3. Design and develop a library-related website that includes multi-media resources and follows universal design principles.</li> <li>4. Describe how libraries use web-based applications and tools to serve library patrons and streamline library processes.</li> </ol>     |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Analyze basic database structures and search engine functions.</li> <li>2. Use and develop social media tools for the library, such as blogs, wikis, twitter, facebook, etc.</li> <li>3. Exploration of e-books, RFID, virtual services, cloud computing, and more.</li> <li>4. Interactive class discussions.</li> <li>5. Individual and group activities, projects, and presentations.</li> </ol>   |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of various aspects of library technologies, such as basic database and search engine structures and function, social media, and web-based tools through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol> |
| Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>  | <ol style="list-style-type: none"> <li>1. Database structures and search engine functionality</li> <li>2. Social media in libraries</li> <li>3. Online tools and resources used in libraries.</li> </ol>  |

| Section #2 Function of the new course within an existing and/or new program(s)  |  |              |
|---|--|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |  |              |
| Rationale for the new course.   | 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 of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |              |
| Name of new certificate(s):   |  | # credit:    |
| Name of new degree(s):  |  | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be an elective course for the Library Assistant certificate.  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

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

|   |  |
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| 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 impact on another department of campus?  |  |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached  | No.  |
| Implementation term:  | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2013 |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled.  |  |

|   |  |           |
|---|--|-----------|
| Section # 4 Department Review   |  |           |
| This proposal has been reviewed at the SAC level and approved for submission. |  |           |
| SAC Chair   | Email  | Date      |
| Tanya Mead  | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 4/15/2013 |
| SAC Administrative Liaison  | Email  | Date      |
| Dan Wenger  | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 4/15/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED238  |  | Credits: 3  |
| Course Title:<br>(60 characters max)   | Library Supervision & Management                                       |  | Transcript Title<br>(30 characters max)<br>Library Supervision & Management           |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture: 30<br>Lec/lab:<br>Lab:                      |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  | Check all that apply   |  | Default (Choose one)  |
| A-F (letter grade)   | <input checked="" type="checkbox"/>                                    |  | <input checked="" type="checkbox"/>   |
| Pass/No pass   | <input type="checkbox"/>   |  | <input type="checkbox"/>  |
| Audit in consultation with faculty   | <input checked="" type="checkbox"/>                                    |  | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  | N/A  |  |   |
| <b>Course Description:</b> 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.<br>Prerequisites: ED113; ED118  |  |  |   |
| Addendum to course description:  |  |  |   |
|  |  |  |   |

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|---|--|--|---------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |  |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |  |  |                                 |
| <input checked="" type="checkbox"/> Placement into:   |  | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number: ED113   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number: ED118   | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

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| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |  |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Assist in the planning, development, advocacy, and promotion of library services and programs within a local community.</li> <li>2. Analyze how different libraries are funded through the review of library budgets and justify library expenditures to various stakeholder groups.</li> <li>3. Identify funding sources, create documentation to apply for funding, and participate in fundraising opportunities.</li> <li>4. Participate in the recruitment, hiring, training, and evaluation of library staff.</li> <li>5. Revise (as needed) library policies and procedures, based on user needs.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Analyze library budgets and explain expenditures.</li> <li>2. Develop a library program or service.</li> <li>3. Identify grant and other funding sources and fundraising opportunities.</li> <li>4. Interactive class discussions.</li> <li>5. Individual and group activities, projects, and presentations.</li> </ol>  |
| Outcomes assessment strategies: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of library supervision and management strategies through class discussions, activities, projects, and presentations.</li> <li>2. Actively participate in class discussions.</li> <li>3. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>4. Complete class activities, projects, and presentations on time.</li> </ol>   |
| Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>   | <ol style="list-style-type: none"> <li>1. Advocacy for library programs, services, budgets, funding, and staff.</li> <li>2. Funding sources and fundraising opportunities</li> <li>3. Recruitment, hiring, training, and evaluation of library staff.</li> </ol>   |

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

|   |   |              |
|---|---|--------------|
| New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate. |   |              |
| Rationale for the new course.   | To provide students with an overview of the supervisory and management concepts related to libraries. |              |
| Will this new course be part of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No                                |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be an elective course within the library assistant certificate program.              |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| If <b>no</b> is selected continue to part three.<br>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a> . |  |

|   |  |
|---|--|
| Section #3 Additional Information for new CTE courses   |  |
| How or where will the course be taught. Check all that apply  | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |
| 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   | ED113 is a new course that will be required of all students interested in the Library Assistant certificate.   |



|  |  |
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| 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 impact on another department of campus?   |  |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached | No.  |
| Implementation term:   | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014 |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled.       |  |

## Section # 4 Department Review

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

| SAC Chair                  | Email  | Date       |
|----------------------------|--|------------|
| Tanya Mead                 | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 04/10/2013 |
| SAC Administrative Liaison | Email  | Date       |
| Dan Wenger                 | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 04/10/2013 |

## Portland Community College

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

Save this document as the course prefix and number  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

| Section #1 General Information   |  |  |   |
|--|--|--|---|
| Department:  | Education  |  | Submitter name phone and email<br>Lori Wamsley, 971-722-5229,<br>lori.wamsley@pcc.edu |
| Prefix and Course Number:  | ED265  |  | Credits: 2  |
| Course Title:<br>(60 characters max)   | Library Capstone Portfolio   |  | Transcript Title<br>(30 characters max)<br>Library Capstone Portfolio                 |
| Can this course be repeated?<br><b>PCC default is 0 repeats</b>  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes | How many times? 0  | Contact hours:<br>PER QUARTER<br>Lecture: 20<br>Lec/lab:<br>Lab:                      |
| If the course is repeatable then provide a compelling argument.  |  | N/A  |   |
| Is this course equivalent to another? They must have the same description, outcomes and credit.  |  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No | Prefix, number and title:   |
| <b>GRADE OPTIONS:</b> Check as many or as few options as you'd like<br><b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook. |  |  |   |
|  |  | Check all that apply   | Default (Choose one)  |
|  | A-F (letter grade)   | <input checked="" type="checkbox"/>                                    | <input checked="" type="checkbox"/>   |
|  | Pass/No pass   | <input type="checkbox"/>   | <input type="checkbox"/>  |
|  | Audit in consultation with faculty                                     | <input checked="" type="checkbox"/>                                    | <input type="checkbox"/>  |
| Course or program fee: (Identify only fees which are independent of the standard lab fee)  |  | N/A  |   |
| <b>Course Description:</b> 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:  |  |  |   |
|  |  |  |   |

|   |                                       |  |                                 |
|---|---------------------------------------|--|---------------------------------|
| Identify prerequisite, corequisite and concurrent course(s)<br>(double click on check box to activate dialog box) |                                       |  |                                 |
| <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores   |                                       |  |                                 |
| <input checked="" type="checkbox"/> Placement into: With Instructor Permission                                    |                                       | <input type="checkbox"/> Placement into: |                                 |
| course prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |
| course prefix & number:   | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Corequisite     | <input type="checkbox"/> pre/co |

|  |   |
|--|---|
| LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> . |   |
| Outcomes: <b>(Use observable and measurable verbs)</b>   | <ol style="list-style-type: none"> <li>1. Explain and promote the purpose and role of different library organizations, based on historical and philosophical foundations of library and information services.</li> <li>2. Analyze and articulate the ethical, social, and legal issues (including intellectual freedom, copyright, open access, diversity, and patron privacy) surrounding access to, creation, retrieval, and use of materials and technology.</li> <li>3. Evaluate sources of information, develop and implement effective search strategies, and select and use appropriate information resources to meet user needs.</li> <li>4. Apply standard methods and principles for selecting, acquiring, processing, organizing, maintaining, circulating, preserving, and deselecting library materials.</li> <li>5. Able to embrace and adopt current and emerging technologies and solve technological problems when appropriate.</li> <li>6. Apply collaborative behaviors, effective communication skills, and the appropriate use of customer service and decision making models, as guided by the ethical principles and core values of the library and information services profession, when working with diverse library groups, including users, colleagues, and other stakeholders.</li> </ol> |
| Course activities and design: <b>(from CCOG)</b>   | <ol style="list-style-type: none"> <li>1. Reflect on library assistant program outcomes (as listed for the CCOGs for this course) along with the America Library Association's Library Support Staff Certification competencies.</li> <li>2. Interactive class discussions.</li> <li>3. Individual and group activities, projects, and presentations.</li> <li>4. Create a professional online portfolio to provide evidence of library-related competencies.</li> </ol>  |

|   |   |
|---|---|
| Outcomes assessment strategies:<br>(from CCOG)                            | <ol style="list-style-type: none"> <li>1. Actively participate in class discussions.</li> <li>2. Actively collaborate with others to complete group activities, projects, and presentations.</li> <li>3. Complete class activities, projects, and presentations on time.</li> </ol> |
| Course Content:<br>Themes, Concepts,<br>Issues and Skills:<br>(from CCOG) | <ol style="list-style-type: none"> <li>1. Demonstration of library assistant program outcomes</li> <li>2. ALA LSSC competencies</li> <li>3. Development of Professional Portfolio</li> </ol>  |

|   |   |              |
|---|---|--------------|
| <b>Section #2 Function of the new course within an existing and/or new program(s)</b>   |   |              |
| 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 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 of an existing, currently approved PCC certificate and/or degree?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> 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?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  |              |
| Name of new certificate(s):   |   | # credit:    |
| Name of new degree(s):  |   | # credit:    |
| Briefly explain how this course fits into the above program(s), i.e. requirement or elective:   | This course will be a required culminating course for the Library Assistant certificate.  |              |

|   |  |
|---|--|
| Is this course used to supply related instruction for a certificate?  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| <p>If <b>no</b> is selected continue to part three.</p> <p>If <b>yes</b> is selected complete the <a href="#">Related Instruction in CTE Courses</a> form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>.</p> |  |

|  |  |  |
|--|--|--|
| <b>Section #3 Additional Information for new CTE courses</b>                         |  |  |
| How or where will the course be taught. Check all that apply                         | <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office)<br><input type="checkbox"/> other (explain) |  |
| 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 impact on another department of campus?  |  |
| If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached  | No.  |
| Implementation term:  | <input type="checkbox"/> Next available term after approval<br><input checked="" type="checkbox"/> Specific term AFTER next available: Spring 2014 |
| Allow 3-4 months to complete the new course approval process before the course can be scheduled.  |  |

#### Section # 4 Department Review

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

| SAC Chair                  | Email  | Date      |
|----------------------------|--|-----------|
| Tanya Mead                 | <a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>             | 3/10/2013 |
| SAC Administrative Liaison | Email  | Date      |
| Dan Wenger                 | <a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a> | 3/10/2013 |