

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
December 1, 2010
Sylvania CC, Conference Rm B

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

Experimental Courses:

BA 199 – Sustainability in Business

Course Inactivation:

None

Available Grading Option:

None

Old Business:

34. ART 216 – Introduction to the History of Photography
Designation – General Education – NEW

57. BI 112 – Cell Biology for Health Occupations
Course Revision – Out

58. BI 112 – Cell Biology for Health Occupations
Designation – General Education

59. BI 234 – Microbiology
Course Revision – Out

60. BI 234 – Microbiology
Designation – General Education

New Business:

110. MP 201 – Intro to Electronic Health Records
New Course

111. MA 117 – Medical Office Administrative Procedures
Course Revision – Out

112. MA 118 – Medical Office Administrative Procedures Lab
Course Revision – Out

113. MA 123 – Medical Office Clinical Procedures
Course Revision – Out

114. MA 124 – Medical Office Clinical Procedures Lab
Course Revision – Out

115. MA 117 – Medical Office Administrative Procedures
Related Instruction

116. MA 118 - Medical Office Administrative Procedures Lab
Related Instruction

117. MA 123 – Medical Office Clinical Procedures
Related Instruction

118. MA 124 – Medical Office Clinical Procedures Lab
Related Instruction

119. AB 105 – Frame Analysis & Repair
Course Revision – Requisites

120. AB 106 – Panel Repair
Course Revision – Requisites

121. GD 221 – Graphic Design 4
Course Revision – Out

122. GD 222 – Graphic Design 5
Course Revision – Des, Out

123. CJA 265 – Community Reentry Offenders
New Course

124. PE 186Z – Conditioning for Dance
New Course

125. EET 111 – Electronic Circuit Analysis I
Course Revision – Des, Req

126. EET 273 – Electronic Control Systems
New Course

Á

Á\q] ^áÁFG

Á

128. MTH 95 – Intermediate Algebra
Course Revision – Des

129. MTH 105 – Explorations in Mathematics
Course Revision – Out

130. MTH 111C – Col Alg for Math, Science, Engineering
Course Revision – Number, Title, Des, Out

131. MTH 112 – Elementary Functions
Course Revision – Des, Req, Out

132. MTH 211 – Foundations of Elementary Math I
Course Revision – Out

133. MTH 212 – Foundations of Elem Math II
Course Revision – Out

134. MTH 213 – Foundations of Elem Math III
Course Revision – Out

135. MTH 241 – Calc for Mgmt, Life/Social Sci
Course Revision – Des, Out

136. MTH 243 – Statistics I
Course Revision – Req, Out

137. MTH 244 – Statistics II
Course Revision – Out

138. MTH 251 – Calculus I
Course Revision – Des, Out

139. MTH 252 – Calculus II
Course Revision – Des, Out

140. MTH 253 – Calculus III
Course Revision – Des, Out

141. MTH 254 – Vector Calculus I
Course Revision – Des, Out

142. MTH 256 – Differential Equations
Course Revision – Des, Out

143. MTH 261 – Applied Linear Algebra I
Course Revision – Des, Out

144. MTH 111H – College Algebra: Honors
New Course

145. MM 253 – Intermediate Modeling and Texturing
New Course

146. MM 254 – Character Rigging and Animation
New Course

147. ELT 201 – Electric Motor Controls
Course Revision – Req

148. APR 201 – Electric Motor Controls
Course Revision – Req

149. SC 12B – Foundational Computer Literacy
New Course

150. OMT 115 – Intro to Ophthalmics
New Course

151. OMT 147 – Clinical Optics 3
New Course

152. OMT 102 – Pharmacology/Eye Disease I
Course Revision – Out

153. OMT 103 – Pharmacology/Eye Disease II
Course Revision – Out

154. OMT 104 – Ophthalmic Office Procedures
Course Revision – Out

155. OMT 106 – Intro to Clinical Skills
Course Revision – Des, Out

156. OMT 145 – Clinical Optics1
Course Revision – Out

157. OMT 146 – Clinical Optics 2
Course Revision – Des, Out

158. OMT 206 – Diagnostic Procedures I
Course Revision – Des, Out

159. OMT 207 – Diagnostic Procedures II
Course Revision – Des, Out

160. OMT 208 – Ocular Motility/Binocular Vision
Course Revision – Title, Des, Out

161. OMT 209 – Surgical Assisting Procedures
Course Revision – Des, Out

162. OMT 210 – Therapeutic Assisting Procedures
Course Revision – Title, Des, Out
163. OMT 121 – Seminar I
Course Revision – Des, Out
164. OMT 232 – Seminar II
Course Revision – Des, Out
165. OMT 233 – Seminar III
Course Revision – Des, Out
166. OMT 234 – Seminar IV
Course Revision – Out
167. MT 90- Basic Electronics
Course Revision – Number, Title, Des, Req, Out
168. BI 101 – Biology
Course Revision – Des
169. BI 101H – Biology: Honors
Course Revision – Des
170. BI 102 – Biology
Course Revision – Des, Out
171. BI 103 – General Biology
Course Revision – Req, Out
172. BI 121 – Intro to Human Anatomy & Physiology I
Course Revision – Out
173. BI 122 – Intro to Human Anatomy & Physiology II
Course Revision – Out
174. BI 145 – Intro to Wildlife Conservation and Management
Course Revision – Title
175. BI 202 – Botany
Course Revision – Out
176. BI 211 – Principles of Biology
Course Revision – Out
177. BI 212 – Principles of Biology
Course Revision – Out

178. BI 213 – Principles of Biology
Course Revision – Out
179. BI 222 – General Biology
Course Revision – Out
180. BI 231 – Human Anatomy and Physiology I
Course Revision – Des, Out
181. BI 232 – Human Anatomy and Physiology II
Course Revision – Des, Out
182. BI 233 – Human Anatomy and Physiology III
Course Revision – Des, Out
183. BI 101 – Biology
Designation – General Education
184. BI 102 – Biology
Designation – General Education
185. BI 103 – Biology
Designation – General Education
186. BI 121 – Intro to Human Anatomy & Physiology I
Designation – General Education
187. BI 122 – Intro to Human Anatomy & Physiology II
Designation – General Education
188. BI 141 – Habitats: Forests
Designation – General Education
189. BI 143 – Habitats: Freshwater
Designation – General Education
190. BI 202 – Botany
Designation – General Education
191. BI 211 – Principles of Biology
Designation – General Education
192. BI 212 – Principles of Biology
Designation – General Education
193. BI 213 – Principles of Biology
Designation – General Education

194. BI 222 – Human Genetics
Designation – General Education
195. BI 231 – Human Anatomy & Physiology I
Designation – General Education
196. BI 232 – Human Anatomy & Physiology II
Designation – General Education
197. BI 233 – Human Anatomy & Physiology III
Designation – General Education
198. WS 101 – Intro to Women’s Studies
Course Revision – Out
199. WS 201 – Women Working for Change
Course Revision – Out
200. WS 202 – Women of the World
Course Revision – Out
201. WS 101 – Intro to Women’s Studies
Designation – Cultural Literacy
202. WS 201 – Women Working for Change
Designation – Cultural Literacy
203. WS 202 – Women of the World
Designation – Cultural Literacy
204. SPA 260A - Spanish Culture
Course Revision – Title, Des, Out
205. SPA 261A – Spanish Culture
Course Revision – Title, Des, Out
206. SPA 262A – Spanish Culture
Course Revision – Title, Des, Out
207. SPA 270A – Readings in Spanish Literature
Course Revision – Title, Des, Out
208. SPA 271A – Readings in Spanish Literature (Women Writers)
Course Revision – Title, Des, Out
209. SPA 260A - Spanish Culture
Designation- General Education

210. SPA 261A - Spanish Culture
Designation- General Education
211. SPA 262A - Spanish Culture
Designation- General Education
212. SPA 270A - Readings in Spanish Literature
Designation- General Education
213. SPA 271A – Readings in Spanish Literature (Women Writers)
Designation- General Education
214. SPA 260A – Spanish Culture
Designation- Cultural Literacy
215. SPA 261A – Spanish Culture
Designation – Cultural Literacy
216. SPA 262A – Spanish Culture
Designation- Cultural Literacy
217. SPA 270A – Readings in Spanish Literature
Designation – Cultural Literacy
218. SPA 271A – Readings in Spanish Literature (Women Writers)
Designation – Cultural Literacy
219. ASL 130 – Deaf Studies
Course Revision – Des, Req, Out
220. ASL 130 - Deaf Studies
Contact/Credit Hour Change
221. ASL 130 – Deaf Studies
Designation – General Education
222. ASL 130 – Deaf Studies
Designation – Cultural Literacy
223. ASL 270 – American Sign Language Literature
New Course
- 224.R 210 – World Religions
Course Revision – Des, Out
225. R 210 – World Religions
Designation – General Education

226. R 210 – World Religions
Designation – Cultural Literacy
227. ENG 207 – World Literature – Asia (india)
Course Revision – Out
228. ENG 208 – World Literature – Asian (China)
Course Revision – Des, Out
229. ENG 209 – World Literature – Asian (Japan)
Course Revision – Des, Out
230. ENG 213 – Latin American Literatures
Course Revision – Des, Out
231. ENG 222 – Images of Women in Literature
Course Revision – Des, Out
232. ENG 240 – Introduction to Native American Literatures
Course Revision – Des, Out
233. ENG 244 – Introduction to Asian-American Literatures
Course Revision – Des, Out
234. ENG 250 – Intro to Folklore & Mythology
Course Revision – Des, Out
235. ENG 256 – African-American Literature
Course Revision – Out
236. ENG 257 – African-American Literature
Course Revision – Out
237. ENG 258 – African-American Literature
Course Revision – Out
238. ENG 260 – Introduction to Women Writers
Course Revision – Des, Out
239. ENG 265 – International Political Poetry
Course Revision – Out
240. ENG 207 – World Literature – Asia (india)
Designation – General Education
241. ENG 208 – World Literature – Asian (China)
Designation – General Education

242. ENG 213 – Latin American Literatures
Designation – General Education
243. ENG 222 – Images of Women in Literature
Designation – General Education
244. ENG 237 – American Working Class Literature
Designation – General Education
245. ENG 240 – Introduction to Native American Literatures
Designation – General Education
246. ENG 244 – Introduction to Asian-American Literatures
Designation – General Education
247. ENG 246 – Transnational Literature
Designation – General Education
248. ENG 250 – Intro to Folklore & Mythology
Designation – General Education
249. ENG 256 – African-American Literature
Designation – General Education
250. ENG 257 – African-American Literature
Designation – General Education
251. ENG 258 – African-American Literature
Designation – General Education
252. ENG 260 – Introduction to Women Writers
Designation – General Education
253. ENG 207 – World Literature – Asia (India)
Designation – Cultural Literacy
254. ENG 208 – World Literature – Asian (China)
Designation – Cultural Literacy
255. ENG 209 – World Literature – Asian (Japan)
Designation – Cultural Literacy
256. ENG 213 – Latin American Literatures
Designation – Cultural Literacy
257. ENG 222 – Images of Women in Literature
Designation – General Education

258. ENG 237 – American Working Class Literature
Designation – General Education
259. ENG 240 – Introduction to Native American Literatures
Designation – Cultural Literacy
260. ENG 244 – Introduction to Asian-American Literatures
Designation – Cultural Literacy
261. ENG 246 – Transnational Literature
Designation – Cultural Literacy
262. ENG 250 – Intro to Folklore & Mythology
Designation – Cultural Literacy
263. ENG 256 – African-American Literature
Designation – Cultural Literacy
264. ENG 257 – African-American Literature
Designation – Cultural Literacy
265. ENG 258 – African-American Literature
Designation – Cultural Literacy
266. ENG 260 – Introduction to Women Writers
Designation – Cultural Literacy
267. ENG 265 – International Political Poetry
Designation – Cultural Literacy
268. ATH 101 – Intro to Physical Anthropology
Designation – General Education
269. ATH 102 – Intro to Archaeology and Prehistory
Designation – General Education
270. ATH 103 – Intro to Cultural Anthropology
Designation – General Education
271. ATH 207 – Culture Concepts
Designation – General Education
272. ATH 208 – Cultures of the World
Designation – General Education
273. ATH 209 – Culture Growth & Change
Designation – General Education

- 274.ATH 210 – Selected Topics Ethnology
Designation – General Education
- 275.ATH 214 – Human Environments: Ecological Aspects
Designation – General Education
276. ATH 230 – Native North Americans of the Northwest
Designation – General Education
277. ATH 231 – Native North Americans of the Northwest
Designation – General Education
278. ATH 232 – Native North Americans
Designation – General Education
279. ATH 103 – Intro to Cultural Anthropology
Designation – Cultural Literacy
280. ATH 208 – Cultures of the World
Designation – Cultural Literacy
281. ATH 209 – Cultural Growth & Change
Designation – Cultural Literacy
282. ATH 210 – Selected Topics Ethnology
Designation – Cultural Literacy
283. ATH 230 – Native Americans of Oregon
Designation – Cultural Literacy
284. ATH 231 – Native Americans of the N.W.
Designation – Cultural Literacy
285. ATH 232 – Native North Americans
Designation – Cultural Literacy
286. BA 208 – Intro to Nonprofits and Philanthropy
Designation – General Education
287. ESR 171 – Environmental Science : Biological Perspectives
Designation – General Education
288. ESR 172 – Environmental Science: Chemical Perspectives
Designation – General Education
289. ESR 173 – Environmental Science: Geological Perspectives
Designation – General Education

290. PHY 101 – Fundamentals of Physics I
Course Revision – Out
291. PHY 102 – Fundamental of Physics II
Course Revision – Out
292. PHY 103 – Fundamentals of Physics III
Course Revision – Out
293. PHY 121 – Elementary Astronomy
Course Revision – Out
294. PHY 122 – Elementary Astronomy
Course Revision – Out
295. PHY 123 – Elementary Astronomy
Course Revision – Out
296. PHY 201 – General Physics
Course Revision – Out
297. PHY 202 – General Physics
Course Revision – Out
298. PHY 203 – General Physics
Course Revision – Out
299. PHY 211 – General Physics (Calculus)
Course Revision – Out
300. PHY 212 – General Physics (Calculus)
Course Revision – Out
301. PHY 213 – General Physics (Calculus)
Course Revision – Out
302. PHY 101 – Fundamentals of Physics I
Designation – General Education
303. PHY 102 – Fundamental of Physics II
Designation – General Education
304. PHY 103 – Fundamentals of Physics III
Designation – General Education
- 305 . PHY 121 – Elementary Astronomy
Designation – General Education

306. PHY 122 – Elementary Astronomy
Designation – General Education
307. PHY 123 – Elementary Astronomy
Designation – General Education
308. PHY 201 – General Physics
Designation – General Education
309. PHY 202 – General Physics
Designation – General Education
310. PHY 203 – General Physics
Designation – General Education
311. PHY 211 – General Physics (Calculus)
Designation – General Education
312. PHY 212 – General Physics (Calculus)
Designation – General Education
313. PHY 213 – General Physics (Calculus)
Designation – General Education
314. PHL 210 – Asian Philosophy
Designation – Cultural Literacy
315. PS 204 – Comparative Political Systems
Course Revision – Out
316. PS 205 – Global Politics: Conflict and Cooperation
Course Revision – Out
317. PS 211 – Peace and Conflict
Course Revision – Out
318. PS 225 – Political Ideology: Alternative Idea Systems
Course Revision – Out
319. PS 204 - Comparative Political Systems
Designation – Cultural Literacy
320. PS 205 - Global Politics: Conflict and Cooperation
Designation – Cultural Literacy
321. PS 211 – Peace and Conflict
Designation – Cultural Literacy

322. PS 225 - Political Ideology: Alternative Idea Systems
Designation – Cultural Literacy

323. ART 204H – History of Western Art: Honors
New Course

324. ART 205H – History of Western Art: Honors
New Course

325. ART 206H – History of Western Art: Honors
New Course

326. ART 207 – History of Asian Art
Designation – Cultural Literacy

327. ART 208 – History of Asian Art
Designation – Cultural Literacy

328. ART 209 – History of Asian Art
Designation – Cultural Literacy

329. ART 210 – Women in Art
Designation – Cultural Literacy

330. CH 100 – Fundamentals of Chemistry
Course Revision – Des, Req, Out

331. CH 101 – Inorganic Chemistry Principles
Course Revision – Des, Out

332. CH 102 – Principles of Organic Chemistry
Course Revision – Out

333. CH 104 – General Chemistry
Course Revision – Title, Des, Out

334. CH 105 – General Chemistry
Course Revision – Title, Des, Out

335. CH 106 – General Chemistry
Course Revision – Title, Out

336. CH 110 – ChemExcel
Course Revision – Out

337. CH 221 – General Chemistry
Course Revision – title, Des, Out

- 338.CH 222 – General Chemistry II
Course Revision – Title, Des, Out
339. CH 223 – General Chemistry III
Course Revision – Title, Des, Out
340. CH 241 – Organic Chemistry
Course Revision – Des, Req, Out
- 341.CH 242 – Organic Chemistry
Course Revision – Des, Out
342. CH 243 – Organic Chemistry
Course Revision – Des, Out
343. CH 100 – Inorganic Chemistry Principles
Designation – General Education
344. CH 101 – Inorganic Chemistry Principles
Designation – General Education
345. CH 102 – Principles of Organic Chemistry
Designation – General Education
346. CH 104 – General Chemistry
Designation – General Education
347. CH 105 – General Chemistry
Designation – General Education
348. CH 106 – General Chemistry
Designation – General Education
349. CH 221 – General Chemistry
Designation – General Education
350. CH 222 – General Chemistry II
Designation – General Education
351. CH 223 – General Chemistry III
Designation – General Education
352. CH 241 – Organic Chemistry
Designation – General Education
353. CH 242 – Organic Chemistry
Designation – General Education

354. CH 243 – Organic Chemistry
Designation – General Education

355. HST 107 – History of Korea and Japan
New Course

356. HST 106 – History of Eastern Civilizations: East Asia
Course Revision – Title, Des, Out

357. HST 204 – US Women: Pre-colonial to 1877
Course Revision – Out

358. HST 205 – US Women: 1877 to Present
Course Revision – Out

359. HST 240 – Oregon History
Course Revision – Out

360. HST 279 – Russian History II
Designation – General Education

361. HST 285 – The Holocaust
Designation – General Education

362. HST 103 – Western Civilization III
Designation – Cultural Literacy

363. HST 204 – US Women: Pre-colonial to 1877
Designation – Cultural Literacy

364. HST 205 – US Women: 1877 to Present
Designation – Cultural Literacy

365. HST 240 – Oregon History
Designation – Cultural Literacy

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Prudence Roberts	prudence.roberts@pcc.edu

SAC Chair	Name E-mail	Address
	Marie Sivak	msivak@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Kate Dins	kdins@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Art 216	Course Title:	Introduction to History of Photography
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Traces the history of photography since its processes were first announced in 1839. Examines photographs as aesthetic objects, and as documents of history, scientific exploration and social change. Locates the medium and practice of photography within a broader social and artistic context. Explores the photograph within the fields of art, science and journalism viewing, analyzing and discussing ways in which the presence of the photograph has shaped our relationship to the world around us.		
Course Outcomes:	<p>As part of successfully engaging in this course, the student will:</p> <ul style="list-style-type: none"> • Make connections between the past and present through an understanding of photographic history and contemporary visualculture • · View photographs "dynamically," that is, appreciate simultaneously the unique qualities and uses of a particular image, place an image within its cultural context and recognize its relationship to other forms of art. • · Apply an awareness of photography's history as a lens through which to evaluate and contextualize graphic design and contemporary media • · Recognize the ways in which photographic media and techniques have been incorporated into modern and contemporary art practices in order to be an informed and critical viewer 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.

<ul style="list-style-type: none"> b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective. 	
A. Understanding of their culture and how it relates to other cultures.	<ul style="list-style-type: none"> • The photograph as an aesthetic and cultural document
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<ul style="list-style-type: none"> • The influence of photography on art and one's own culture • The influence of photography on how we view other cultures • How cultures have adopted/adapted photographic strategies
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> • Critical interpretation of the role(s) of photography • Photography and issues of race and gender • Photography as truth and fiction • Photography and other media • Photography and technology
D. Ability to reason qualitatively and quantitatively.	<ul style="list-style-type: none"> • Work creatively with art-historical data, using it to develop principles of art history • Recognize and appraise patterns in historical phenomena • Assess the ways in which a photograph is affected by one's own vantage point • Assess the ways in which a photograph is affected by its contextual surroundings • Recognize and discriminate among various types of photography (stylistic and technical) from the mid-19th century to the present
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> • Conduct a formal analysis of a photographic work of art and appreciate the interrelationship of its elements • Express the relationship of photographs to society and culture • Analyze the "meaning" of art objects through understanding of their historical, social and political context
F. Aesthetic and artistic values.	<ul style="list-style-type: none"> • View photographs "dynamically," that is, appreciate simultaneously the unique qualities and uses of a particular image, place an image within its cultural context, and also recognize its relationship to other forms of art • Apply an awareness of the history of photography as a lens through which to evaluate and contextualize graphic design and contemporary media culture
G. Understanding of the ethical and social requirements of responsible citizenship.	<ul style="list-style-type: none"> • Make connections between the past and the present through an understanding of the history of photography and its relations to contemporary visual culture • Recognize the ways in which photographic media and techniques have been incorporated into modern and contemporary art practices in order to be an informed and critical viewer.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

- Make connections between the past and present through an understanding of photographic history and contemporary visual culture
- View photographs "dynamically," that is, appreciate simultaneously the unique qualities and uses of a particular image, place an image within its cultural context and recognize its relationship to other forms of art.
- Apply an awareness of photography's history as a lens through which to evaluate and contextualize graphic design and contemporary media
- Recognize the ways in which photographic media and techniques have been incorporated into modern and contemporary art practices in order to be an informed and critical viewer

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

- Make connections between the past and the present, through an understanding of photographic history and its influence on contemporary visual culture
- Conduct critical analyses of images and their myriad uses

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

- View photographs as both aesthetic and social documents
- Consider the photograph and its role as fact—and as fiction
- Consider the impacts, both positive and negative, of photography on cultures both familiar and foreign

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four

criteria as well as at least one of the criteria listed in the second set of three.

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Nancy Briggs
		Phone	503-977-4866
		Email	
Current prefix and number	BI 112	Proposed prefix and number	
Current course title	Cell Biology for Health Occupations	Proposed title (60 characters max)	
Reason for title change	no change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
A laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	no change
-------------------	-----------

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

Current learning outcomes	New learning outcomes
<p>Intended Outcomes for the course A student will collaboratively and independently:</p> <ul style="list-style-type: none"> A. Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. B. Increased preparedness for prerequisite courses for health science programs. C. Collaboration as a leader and as a group member in studies using the scientific method. D. Application of biological and chemical principles of cell function for higher level science courses, careers, and lifestyle choices. E. Increased communication skills using appropriate scientific vocabulary. 	<p>Intended Outcomes for the course A student will collaboratively and independently:</p> <ul style="list-style-type: none"> A. Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. B. Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences. C. Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths. D. Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our society.

Reason for change	Gen Ed revision
-------------------	-----------------

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu	4/27/2010
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	4/27/2010

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Linda Fergusson-Kolmes	linda.fergussonkolmes@pcc.edu
	Nancy Briggs	

	Name E-mail	Address
SAC Chair	Nancy Briggs	nbriggs@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 112	Course Title:	Cell Biology for Health Occupations
Course Credits:	5	Gen Ed Category:	Science

Course Description:	BI 112 Cell Biology for Health Occupations 5:00 A laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> A. Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. B. Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences. C. Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths. D. Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our society.
------------------	---

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates	
--	--

to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences and for an appreciation of the complexity of biological systems
D. Ability to reason qualitatively and quantitatively.	Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. This requires the ability to reason both qualitatively and quantitatively
E. Ability to conceptually organize experience and discern its meaning.	Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our society.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science.

Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences.

Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths.

Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our society.

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

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?***

-lecture material and subsequent exam questions ask students to demonstrate their comprehension of current scientific theories and the historical context of some widely accepted models
 -laboratory exercises allow students to develop technical skills, hypothesize, participate in inquiry-based activities and evaluate data
 -laboratory research paper requires student to find sources, develop a hypothesis based on current knowledge and evaluate data from experiment using standard research paper format conventions.

How does the course enable a student to “apply scientific and technical modes of

-laboratory and field exercises involve exploration of the scientific method; hypothesis generation, data collection and drawing conclusions based on data

<p>inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?*</p>	<p>-students are required to develop hypotheses as a group and design appropriate protocols to test those hypotheses in lab -class discussions explore current relevant ethical issues in health care related science, e.g. genetic manipulation, antibiotic resistance etc</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?*</p>	<p>-research paper requires use of primary scientific literature -class discussion of role of technology on the development of certain scientific models (e.g. fluid mosaic model of membranes) -class discussion of the expanding role of biotechnology in society e.g. GMO foods, gene therapy, xenotransplantation</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

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

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

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	BI 232	Proposed prefix and number	Same
Current course title	Human Anatomy and Physiology II	Proposed title (60 characters max)	Same
Reason for title change	Update language of description and outcomes	Proposed transcript title (30 characters max)	BI 232

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

Current Description	Proposed Description
<p>Second term of a three-term sequence. Courses may not be taken out of sequence. Covers nervous, endocrine, cardiovascular and immune systems. Lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 231 with a "C" or better and its prerequisite requirements</p>	<p>Covers bacterial identification, morphology, metabolism and genetics; bacterial, viral, and parasitic relationships with human health and disease; and basic immunology. Laboratory focuses on aseptic technique, bacterial identification and physiology using a variety of media, culturing techniques, and staining techniques. Recommend BI 231. Prerequisites: BI 112 or (BI211 and BI 212)</p>

Reason for change	Update language to match gen ed requirements
-------------------	--

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Function competently in subsequent clinical and academic programs in the allied health sciences. 2. Work collaboratively within a team of other health care professionals 3. Effectively communicate case studies in anatomy and physiology through verbal, written and multimedia means. 4. Apply concepts and knowledge of Gross anatomy, physiology, histology and terminology related to the nervous, endocrine, sensory, cardiovascular systems, nonspecific disease resistance and acquired immunity toward successful clinical problem-solving. 5. Read, understand, and critically evaluate medical journals, health articles, and other forms of information related to anatomy and physiology. 6. Use experience gained in the collection of clinical and physiological parameters to interpret patient data. 7. Use an understanding of how the various organ systems are interrelated to promote a holistic approach towards the evaluation and treatment of patients. 	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the nervous, endocrine, cardiovascular and immune systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the vocabulary.

Reason for change	Updated to reflect general ed requirements.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 231	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	--	--------------------------------------	----------------------------------

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 231	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	--	--------------------------------------	----------------------------------

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

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

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

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

Please provide details, who was contacted and the resolution.

Yes
 No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
-----------	-------	------

Sandy Neps	Sandy.neps@pcc.edu	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Nancy Briggs	nbriggs@pcc.edu

SAC Chair	Name E-mail	Address
	Nancy Briggs	nbriggs@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Bi 234	Course Title:	Microbiology
Course Credits:	5	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Lecture, recitation, and laboratory cover: bacterial identification, morphology, metabolism and genetics; bacterial, viral, and parasitic relationships with human health and disease; and basic immunology. Laboratory stresses aseptic technique, bacterial identification and physiology using a variety of media, culturing techniques, and staining techniques. Recommend BI 231. Prerequisites: BI 112 or (BI 211 and BI 212) and their prerequisite requirements.		
Course Outcomes:	<p>A. Relate an understanding of the basic principles of microbiology to personal health and use this understanding to make informed personal and professional decisions.</p> <p>B. Use an understanding of the impact of microbes on human cultures around the world both historically and in the present day to evaluate current social health issues.</p> <p>C. Use scientific methods to quantitatively describe microbial characteristics and processes and understand their relationship to the identification of microbial species.</p> <p>D. Use an understanding of research and laboratory experiences to organize, evaluate, and present data and information to illustrate and articulate basic microbiology concepts.</p>		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.

Use an understanding of the impact of microbes on human cultures around the world both historically and in the present day, to make personal and professional health care decisions and apply this understanding to current social health issues.

C. Understanding of themselves and their natural and technological environments.

Relate an understanding of the basic principles of microbial disease transmission and the infection process to personal health and use this understanding to make informed decisions about personal hygiene and sanitation.

D. Ability to reason qualitatively and quantitatively.

Use scientific methods to quantitatively describe microbial characteristics and processes and understand their relationship to the identification of microbial species.

E. Ability to conceptually organize experience and discern its meaning.

Participate in research and laboratory experiences; gather, organize, evaluate, and present data in order to make conclusions and explore new investigative paths.

F. Aesthetic and artistic values.

G. Understanding of the ethical and social requirements of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

Content based exams and quizzes lab practicals require students to demonstrate their understanding of the historical development, fundamental concepts, laboratory methodology, and limitations of microbiology. Identification of an unknown bacterial species using laboratory tests and the communication of the information learned by writing an independent research paper requires students to use primary scientific literature and analyze and present quantitative data

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Collaborative laboratory exercises involve investigating microbiology lab techniques; data collection and drawing conclusions based on data. Class discussion of complex issues that explore different points of view (for example alternative medicine in the treatment of infectious disease) Homework assignments ask students to synthesize information learned about different pathogens and apply it to real life (for example, case studies)

How does the course enable

Independent research paper requires exploration, critical analysis, and

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	evaluation and appropriate use of primary scientific literature. In class discussions on the diverse roles of microbes in a number of areas including industry, food science, research, and ecology
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

How does the course enable a student to “use appropriate mathematics to solve problems”?**	
--	--

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Medical Professions	Submitter name phone and email	Jin Kim/Amy Cooper 971-722-5664/503-887-9395 jin.kim2@pcc.edu/amy.cooper4@pcc.edu
Prefix and Course Number:	MP 201	Credits:	3
Course Title: (60 characters max)	Introduction to Electronic Health Records	Transcript Title (30 characters max)	Introduction to Electronic Health Records
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 3 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		X	X
Pass/No pass		<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces basic concepts of use and implementation of an Electronic Health Records (EHR) system. Provides exposure to basic navigation of an EHR. Explores issues around privacy, security, government regulations and ethical legal aspects of the health information technology environment.			

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

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<ol style="list-style-type: none"> 1. Apply an understanding of Electronic Health Record (EHR) knowledge and skills to their medical professional settings, including applications of Health Information Exchange (HIE) and Personal Health Record (PHR)’s. 2. Use an understanding of federal and state regulations and policies that will facilitate EHR implementation and utilization in the Health Services industry. 3. Students will incorporate knowledge of EHR’s and PHR’s into their personal health care decisions. 4. Apply relevant ethical, legal, security, and policy principles to the use of EHR’s within the health information technology environment. 5. Analyze trends in EHR data and utilization to improve patient care and population health.
<p>Course activities and design: (from CCOG)</p>	
<p>Outcomes assessment strategies: (from CCOG)</p>	<p>Fulfillment of these goals will be assessed through examinations, a set of laboratory exercises (with associated discussions, quizzes, or other assessment requirements), and completion of hands on computer assignments</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<ol style="list-style-type: none"> 1. Understand basic concepts and functionality of EHR’s and PMR’s 2. Understand how EHR functionality may differ depending on what environment you work in. 3. Understand basic concepts of recent federal and state policies supporting adoption of EHR’s and Meaningful Use. 4. Understand basic concepts of implementation process 5. Understand Personal Health Records history, use and current adoption in the Portland Metro community. 6. Understand HIPAA and what that means for practices with EHR’s and HIE. 7. Analyze trends in using EHR’s and the data derived from them to improve patient care and population health. 8. Explore how technology influences implementation and use of

	9. Apply learning to work environments using and/or implementing EHRs
--	---

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Medical Assisting Certificate	# credit: 45
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	CGCC will be given the help needed to create this course for their program.
Are there similar courses existing in other programs or disciplines at PCC? If	No

yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Winter 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jin Kim/Larry Clausen	jin.kim2@pcc.edu / lclausen@pcc.edu	11/4/2010
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/4/2010

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Medical Assisting	Submitter name	Jin Kim
		Phone	971-722-5664
		Email	jin.kim2@pcc.edu
Current prefix and number	MA 117	Proposed prefix and number	
Current course title	Medical Office Administrative Procedures	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Reason for change	

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

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

Current learning outcomes	New learning outcomes
<p>Students will develop an understanding of administrative duties as related to the physician's office:</p> <ol style="list-style-type: none"> 1. Clerical functions 2. Bookkeeping procedures 3. Special accounting entries 4. Process insurance claims 5. Communications 6. Patient instruction 7. Operational functions 	<p>Communicate appropriately and in a caring manner in a medical setting</p> <p>Use and understanding legal and ethical issues he/she may encounter in the medical setting to enhance decision making</p> <p>Conduct and accurately record a health history</p> <p>Apply knowledge of the components of a clinical record and Health Insurance Portability and Accountability Act (HIPAA) regulations</p> <p>Recognize and apply appropriate accommodations for special needs and cultural differences within the healthcare setting</p> <p>Perform entry-level competency in the performance of administrative duties of the medical office</p>

Reason for change	Because MA 117 and MA 118 run concurrently as a lecture/lab component, the outcomes need to be the same.
-------------------	--

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

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

SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes	CGCC has been notified of the changes
No	

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

Please provide details, who was contacted and the resolution.

Yes	
No	

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu 11/12/10	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 11/12/10	

Related Instruction for CTE Courses

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

General Information			
Department: Medical	Assisting	Submitter: Jin	Kim
Prefix and Course Number:	MA 118	Submitter Phone and Email:	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Credit 2		Course Title:	Medical Office Administrative Procedures Lab

Details of Related Instruction guidelines for identifying related instruction
Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.

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

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	30
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Communicate appropriately and in a caring manner in a medical setting Use and understanding legal and ethical issues he/she may encounter in the medical setting to enhance decision making Conduct and accurately record a health history Apply knowledge of the components of a clinical record and Health Insurance Portability and Accountability Act (HIPAA) regulations Recognize and apply appropriate accommodations for special needs and cultural differences within the healthcare setting Perform entry-level competency in the performance of administrative duties of the medical office		

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

Students will schedule and manage mock appointments for both inpatients and outpatients.

Students will obtain, record, and transmit personal patient financial information onto required forms, registers and cards in a physician's office. Students will also create charts for class use. Students will fill out registration forms, health history forms, medical release forms, immunization record forms, medication flow chart forms and place them properly in a chart.

Students will assign numbers to records using each of the numbering systems and to maintain these systems in order.

Students will initiate and maintain mock patient records and understand the importance of confidentiality and HIPAA. Students will obtain patient histories and record them appropriately in the medical record. They will also be maintaining the chart they created.

Students will perform the procedures necessary in the preparation of an accurate, concise, and legible statement of account. Students will also learn and properly fill out the CMS-1500.

Students will perform proficient use of the computer regarding the medical office application of collections, billing, insurance, and word processing. Perform routine maintenance of administrative and clinical equipment. Understand the basic concept of the electronic medical record.

Students will perform and apply knowledge in handling written communications, both incoming and outgoing mail. Respond to and initiate written communication. Recognize and respond to verbal and nonverbal communication. Students will type lab letters and mail them properly. Students will also properly fill out a preset lab letter and properly mail it.

Human Relations

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

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

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

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction

Clearly identify [qualifications instructors](#) must have to teach EACH area as identified above

<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> Communication	AAS degree in subject area or professional education plus 5 years recent, full time non teaching work experience in the field.
<input type="checkbox"/> Human Relations	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Medical Assisting	Submitter name	Jin Kim
		Phone	971-722-5664
		Email	jin.kim2@pcc.edu
Current prefix and number	MA 123	Proposed prefix and number	
Current course title	Medical Office Clinical Procedures	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Reason for change	

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

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

Current learning outcomes	New learning outcomes
We currently do not have any outcomes for this course	<p>Perform clinical competencies as required by the accrediting agency in a medical setting</p> <p>Apply techniques that ensure sterility and quality control in a medical setting.</p> <p>Prepare the patient for physical examinations and procedures, including surgical and diagnostic procedures and assist the physician</p> <p>Apply general knowledge of vital signs, documentation, medications, medication administration, phlebotomy, specimen collection, and EKG in the medical setting</p> <p>Apply communication techniques and behaviors in the clinical setting that are therapeutic, respectful, and professional</p> <p>Apply professionalism in patient interview skills and interactions with health care professionals and the general public</p>

Reason for change	Because MA 123 and MA 124 run concurrently the learning outcomes remain the same, one being the lecture to the lab
-------------------	--

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

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

SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes	CGCC has been notified of the changes
No	

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

Please provide details, who was contacted and the resolution.

Yes	
No	

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu 11/12/10	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 11/12/10	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Medical Assisting	Submitter name	Jin Kim
		Phone	971-722-5664
		Email	jin.kim2@pcc.edu
Current prefix and number	MA 124	Proposed prefix and number	
Current course title	Medical Office Clinical Procedures Lab	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Reason for change	

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

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

Current learning outcomes	New learning outcomes
Do not have any current outcomes	Perform clinical competencies as required by the accrediting agency in a medical setting Apply techniques that ensure sterility and quality control in a medical setting. Prepare the patient for physical examinations and procedures, including surgical and diagnostic procedures and assist the physician Apply general knowledge of vital signs, documentation, medications, medication administration, phlebotomy, specimen collection, and EKG in the medical setting Apply communication techniques and behaviors in the clinical setting that are therapeutic, respectful, and professional Apply professionalism in patient interview skills and interactions with health care professionals and the general public

Reason for change	Because MA 123 and MA 124 run concurrently the learning outcomes remain the same, one being the lecture to the lab
-------------------	--

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

X Yes
No

CGCC was notified of these changes

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

X Next available term after approval
 Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/12/10

Related Instruction for CTE Courses

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

General Information			
Department: Medical	Assisting	Submitter: Jin	Kim
Prefix and Course Number:	MA 117	Submitter Phone and Email:	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Credit 3		Course Title:	Medical Office Administrative Procedures

Details of Related Instruction guidelines for identifying related instruction
Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.

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

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	40
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Communicate appropriately and in a caring manner in a medical setting Use and understanding legal and ethical issues he/she may encounter in the medical setting to enhance decision making Conduct and accurately record a health history Apply knowledge of the components of a clinical record and Health Insurance Portability and Accountability Act (HIPAA) regulations Recognize and apply appropriate accommodations for special needs and cultural differences within the healthcare setting Perform entry-level competency in the performance of administrative duties of the medical office		

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

Apply knowledge and skill to function effectively in the reception area of a physician's office making appointments, answering telephones and obtaining patient information.

Schedule and manage mock appointments for both inpatients and outpatients.

Apply knowledge and skill in the initiation and maintenance of medical records. Create, manage and maintain mock medical records. Obtain and record patients' histories. Understand medical record confidentiality and HIPAA. Students will also create charts they will use in other modules. Students will fill out patient registration forms, health history forms, medical release forms, immunization record forms, medication record forms and properly place them in the chart.

Apply knowledge and skill in the use of the telephone, handling incoming and placing outgoing calls with knowledge, efficiency and courtesy. Students will practice mock phone conversations practicing professional phone technique.

Apply knowledge of banking terms and skills in accounting. Prepare bank deposits, post entries on day sheets. Perform accounts receivable procedures and billing and collection procedures. Post adjustments, process credit balance, refunds, NSF checks and post collection agency payments.

Apply knowledge and skill in the maintenance of accounts receivable records including various billing methods and collection procedures. Students will properly fill out CMS-1500 forms.

Apply knowledge of the basic vocabulary and language of computers and skill in learning the basic functions of a computer programmed for specific purposes in a medical office. Utilize computer awareness to maintain administrative and clinical equipment. Introduce electronic medical records (EMR).

Apply knowledge and skill in handling written communications, both incoming and outgoing mail. Respond to and initiate written communication. Recognize and respond to verbal and nonverbal communication. Students will type up mock lab letters and mail them properly. Students will also fill out preset lab letter and properly mail them out.

Apply knowledge and skills in the basic principles of psychology and self-understanding of social adaptability for communications and actions with physicians, employees and patients. Understand principles of recognition and response to verbal and nonverbal communication.

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

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> Communication	AAS degree in subject area or professional education plus 5 years recent, full time non teaching work experience in the field.
<input type="checkbox"/> Human Relations	

Related Instruction for CTE Courses

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

General Information			
Department: Medical	Assisting	Submitter: Jin	Kim
Prefix and Course Number:	MA 118	Submitter Phone and Email:	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Credit 2		Course Title:	Medical Office Administrative Procedures Lab

Details of Related Instruction guidelines for identifying related instruction
Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.

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

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	30
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Communicate appropriately and in a caring manner in a medical setting Use and understanding legal and ethical issues he/she may encounter in the medical setting to enhance decision making Conduct and accurately record a health history Apply knowledge of the components of a clinical record and Health Insurance Portability and Accountability Act (HIPAA) regulations Recognize and apply appropriate accommodations for special needs and cultural differences within the healthcare setting Perform entry-level competency in the performance of administrative duties of the medical office		

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

Students will schedule and manage mock appointments for both inpatients and outpatients.

Students will obtain, record, and transmit personal patient financial information onto required forms, registers and cards in a physician's office. Students will also create charts for class use. Students will fill out registration forms, health history forms, medical release forms, immunization record forms, medication flow chart forms and place them properly in a chart.

Students will assign numbers to records using each of the numbering systems and to maintain these systems in order.

Students will initiate and maintain mock patient records and understand the importance of confidentiality and HIPAA. Students will obtain patient histories and record them appropriately in the medical record. They will also be maintaining the chart they created.

Students will perform the procedures necessary in the preparation of an accurate, concise, and legible statement of account. Students will also learn and properly fill out the CMS-1500.

Students will perform proficient use of the computer regarding the medical office application of collections, billing, insurance, and word processing. Perform routine maintenance of administrative and clinical equipment. Understand the basic concept of the electronic medical record.

Students will perform and apply knowledge in handling written communications, both incoming and outgoing mail. Respond to and initiate written communication. Recognize and respond to verbal and nonverbal communication. Students will type lab letters and mail them properly. Students will also properly fill out a preset lab letter and properly mail it.

Human Relations

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

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

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

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction

Clearly identify [qualifications instructors](#) must have to teach EACH area as identified above

<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> Communication	AAS degree in subject area or professional education plus 5 years recent, full time non teaching work experience in the field.
<input type="checkbox"/> Human Relations	

Related Instruction for CTE Courses

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

General Information			
Department: Medical	Assisting	Submitter: Jin	Kim
Prefix and Course Number:	MA 123	Submitter Phone and Email:	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Credit 3		Course Title:	Medical Office Clinical Procedures

Details of Related Instruction guidelines for identifying related instruction
<p>Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.</p>

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	25
<p>Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.</p> <p>Perform clinical competencies as required by the accrediting agency in a medical setting</p> <p>Apply techniques that ensure sterility and quality control in a medical setting.</p> <p>Prepare the patient for physical examinations and procedures, including surgical and diagnostic procedures and assist the physician</p> <p>Apply general knowledge of vital signs, documentation, medications, medication administration, phlebotomy, specimen collection, and EKG in the medical setting</p> <p>Apply communication techniques and behaviors in the clinical setting that are therapeutic, respectful, and professional</p> <p>Apply professionalism in patient interview skills and interactions with health care professionals and the general public</p>		
<p>Content (Activities, Skills, Concepts, etc.): provide details or specifics</p> <p>Student calculate body temperature both manually and electronically</p> <p>Student calculate body size ratios of newborn in conjunction with the normal standards and then graph those results</p> <p>Student calculate which size blood pressure cuff to utilize in regards to patients size</p> <p>Students calculate the angle of the needle in all parental injection to make sure they are entering into the correct layer of the body</p> <p>Students calculate and evaluate Immunization records to see when patients are due for follow up vaccines</p>		

Students evaluate cardiac cycles and relate them to normal heights and lengths of the QRS waves on an electrocardiograph
 Students calculate the temperature needed for different types of surfaces that will be autoclaved and then input that information into the computer/autoclave
 Students calculate reading different sizes of hypodermic syringes from insulin syringes to 60cc syringes

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

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

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	AAS degree in subject area or professional education plus 5 years recent, full time non teaching work experience in the field.
<input type="checkbox"/> Communication	

Human Relations

Related Instruction for CTE Courses

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

General Information			
Department: Medical	Assisting	Submitter: Jin	Kim
Prefix and Course Number:	MA 124	Submitter Phone and Email:	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Credit 2		Course Title:	Medical Office Clinical Procedures Lab

Details of Related Instruction guidelines for identifying related instruction
<p>Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.</p>

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	25
<p>Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.</p>		
<p>Perform clinical competencies as required by the accrediting agency in a medical setting</p> <p>Apply techniques that ensure sterility and quality control in a medical setting.</p> <p>Prepare the patient for physical examinations and procedures, including surgical and diagnostic procedures and assist the physician</p> <p>Apply general knowledge of vital signs, documentation, medications, medication administration, phlebotomy, specimen collection, and EKG in the medical setting</p> <p>Apply communication techniques and behaviors in the clinical setting that are therapeutic, respectful, and professional</p> <p>Apply professionalism in patient interview skills and interactions with health care professionals and the general public</p>		
<p>Content (Activities, Skills, Concepts, etc.): provide details or specifics</p>		
<p>Student calculating vital signs; using multiplication and division skills to determine pulse rate, respiratory rate. Used in all patient assessment modules.</p> <p>Student calculating conversions to arrive at appropriate medication dosages, reading prescriptions, and entering that input into the EMR.</p> <p>Student explaining to patients how much medication to take by converting to household measurements.</p> <p>Student calculation of intravenous fluid concentrations to oxygen administration by the use of ratio's and proportions</p>		

Student calculation of Body Mass Index of patient
 Student calculation and analyzing of arterial blood gas results
 Student input and calculate Spirometry testing based on height, weight, temperature and barometric pressure
 Student calculate parental injections by converting doctors orders into a medical dose that will be administered to the patient via hypodermic needle
 Student predict menstrual cycles and pregnancy dates via addition and subtraction
 Student calculate and interpret audiometry reading
 Student calculate and interpret Snellen and Ishihara exams

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

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

Instructor Qualifications
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
<input checked="" type="checkbox"/> Computation	AAS degree in subject area or professional education plus 5 years recent, full time, non teaching work experience in the field.
<input type="checkbox"/> Communication	
<input type="checkbox"/> Human Relations	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Auto Collision Repair Technology	Submitter name	George Warneke
		Phone	971-722-7508
		Email	george.warneke@pcc.edu
Current prefix and number	AB 105	Proposed prefix and number	
Current course title	Frame Analysis & Repair	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AB 100 or AB101 and AB 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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: AB 101 and 102 are for night courses that are shelved for now.			
prefix & number: AB 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation	<input checked="" type="checkbox"/> Next available term after approval		

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
George Warneke	george.warneke@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/10/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Auto Collision Repair Technology	Submitter name	George Warneke
		Phone	971-722-7508
		Email	george.warneke@pcc.edu
Current prefix and number	AB 106	Proposed prefix and number	
Current course title	Panel Repair	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: AB 100 or AB101 and AB 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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: AB 101 and 102 are for night courses that are shelved for now.			
prefix & number: AB 100	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation	<input checked="" type="checkbox"/> Next available term after approval		

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
George Warneke	george.warneke@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/10/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Graphic Design	Submitter name	Cece Cutsforth
		Phone	4790
		Email	ccutsfor@pcc.edu
Current prefix and number	GD 221	Proposed prefix and number	No change
Current course title	Graphic Design 4	Proposed title (60 characters max)	No change
Reason for title change	No change	Proposed transcript title (30 characters max)	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
<ul style="list-style-type: none"> * Successfully design and produce professional level publication pieces * Demonstrate competent use of the QuarkXPress program to achieve design 		<ul style="list-style-type: none"> • Develop and design professional-level publications which focus on targeting information to a specific market • Apply professional-level design development process of thumbnails, tight roughs and final comprehensive designs • Demonstrate mastery of professional-level software used in creating digital files for output of publication print pages 	
Reason for change	<p>Needed updated and more robust outcomes</p> <p>We no longer use QuarkXpress and we no longer indicate any brand name software because it changes so often.</p>		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsfor@pcc.edu	10/25/10
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/25/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Graphic Design Visual & Performing Arts and Design	Submitter name	Cece Cutsforth
		Phone	4790
		Email	ccutsfor@pcc.edu
Current prefix and number	GD 222	Proposed prefix and number	No change
Current course title	Graphic Design 5	Proposed title (60 characters max)	No change
Reason for title change	No title change	Proposed transcript title (30 characters max)	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Graphic Design 5 Focuses on publication design. Single-page and multiple page projects will emphasize hierarchy, eyeflow, structure and organization. Projects, lessons and exercises are intended to build on first-year skills in typography and design using professional page layout software. Advanced computer production techniques build on previous coursework. Required: Second year standing in the Graphic	Explore branding, logo design and identity systems. Research target audience and create design solutions to communicate client and product image through logos, logotypes, icons, and symbols.

Design Program.	
Reason for change	The course description from GD 221 was erroneously entered in the course description for GD 222.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
<ul style="list-style-type: none"> • Successfully design and produce professional level logo and identity systems • Demonstrate competent use of QuarkXpress & Adobe Illustrator to achieve design 		<ul style="list-style-type: none"> • Develop and design professional-level branding and identity systems which focus on solving client communication needs. • Apply the professional-level design development process of thumbnails, tight roughs and final comprehensive designs. • Use professional software at an expert level for the purpose of creating digital media used in identity and branding systems. 	
Reason for change	I learned how to write better outcomes. We haven't used QuarkXpress software since 2003 and it is important that we not indicate brand name software because this tends to always 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: GD 221	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: No change	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsf@pcc.edu 10/25/2010	
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/25/10

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Criminal Justice	Submitter name phone and email	Jim Parks x5236 jparks@pcc.edu
Prefix and Course Number:	CJA 265	Credits:	3
Course Title: (60 characters max)	Community Reentry for Offenders	Transcript Title (30 characters max)	Community Reentry Offenders
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times? N/A	Contact hours: Lecture: 3 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title: N/A	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A		
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Provides an overview of the role and responsibilities of the community jail and prison in preparing offenders for reentry into a lawful place within the community. Covers the steps necessary to prepare the offender for release, offender skills assessment processes, brokering employment opportunities and resources as well as other methods to support offenders while returning to positive lawful roles in the community.			

Identify prerequisite, Corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CJA 113	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	Focuses on factors that play an important role for successful reentry.
---------------------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Assess the needs of offenders to be released from confinement with knowledge of professional standards for reentry, related laws and community resources in support of successful reintegration into society. 2. Help garner necessary support from the community to assist and sustain ex-offenders. 3. Use best practice transition planning for offenders with mental health disorders and/or drug abuse issues.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Classroom Lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Assessments covering class discussions and reading assignments 2. Class participation and attendance 3. Research assignment on community jails 4. Successful community transition investigation and exploration 5. Class presentations
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> - History and purpose of offender reentry activities and programs - Legal aspects of offender reentry - Operation aspects such as staffing, budgets, resources and supervision - Garnering community support - Mental health support resources

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	N/A	# credit:
Name of degree(s):	AAS in Criminal Justice	# credit: 95
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):	N/A	# credit:
Name of new degree(s):	N/A	# credit:
Briefly explain how this course		

fits into the above program(s), i.e. requirement or elective:		
--	--	--

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--

If **no** is selected continue to part three.
If **yes** is selected complete the related instruction form available on the curriculum office website,
www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

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

Transferability: Will this course transfer to another academic institution? Identify	No
--	----

Impact on other Programs and Departments

Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
--	----

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

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

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

Is there any potential impact on another department of campus?

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

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term 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
Jim Parks	jparks@pcc.edu	10/21/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department: Ph	ysical Education	Submitter name Phone Email	Janeen Hull Jan.hull@pcc.edu 503.977.4042
Course Prefix and Number:	PE 186 Z	# Credits:	1
Course Title: 60 characters max	Conditioning for Dance	Transcript Title (30 characters max)	Conditioning for Dance
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? Repeated Twice	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	x	<input checked="" type="checkbox"/>
Pass/No pass	x	<input type="checkbox"/>
Audit in consultation with faculty	x	<input type="checkbox"/>

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

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

Course Description: (field will expand as needed)	Examines somatic practices and conditioning methods as they pertain to dance training. Focus will be placed on developing kinesthetic awareness, strength, flexibility, stability and greater efficiency in movement. Focus may vary from term to term. Course may be taken a total of three times for credit.
--	--

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

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

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

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Generate a greater sense of somatic authority, health, and wellbeing. • Promote compassion, patience, critical thinking, and tolerance through philosophical discourse. • Apply principles of self-care and injury prevention to enhance quality of life.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Participation • Other assessment to include one of the following: <ul style="list-style-type: none"> • Personal practice research and development • Research paper • Journal entries • Written exam to test knowledge of history, philosophy, and/or terminology
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> • Movement specific to somatic practice or conditioning method being studied • Philosophical discourse • Discuss transference not only to dance, but to everyday movement and situations • Basic anatomical references, images, and visualization • Learn safe practices in dance and other forms of movement • Relaxation techniques
Reason for the new course	Dance program expansion and PE cross-lists appropriate courses with Dance to allow the the dance LDC as one credit of physical education - foundational requirement of AAOT.

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	Western Oregon University: It is one of the elective technique courses that students may take toward their 12 elective credits needed for a dance major Also this course is an LDC as one credit of physical education - foundational requirement of AAOT
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input checked="" type="checkbox"/> other - <i>SEE ABOVE + AAOT</i>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - <i>SEE ABOVE + AAOT</i>
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – Dance 121 This is a course for cross-list with Dance.
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as	YES - This is a course for cross-list with Dance. Heidi Diaz created/developed the course for Dance and asked that we Cross-list the course. Heidi Diaz will file paperwork for the Dance equivalent.

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 acknowledgements and/or agreements that have been reached.	This is a course for cross-list with Dance.
---	---

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	EET	Submitter name	Sanda Williams
		Phone	503-977-4527
		Email	Sanda.williams@pcc.edu
Current prefix and number	EET 111	Proposed prefix and number	EET 111
Current course title	Electronic Circuit Analysis I	Proposed title (60 characters max)	Electronic Circuit Analysis I
Reason for title change	No Change	Proposed transcript title (30 characters max)	Elec Circuit Analysis I

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

Current Description	Proposed Description
Electrical Circuit Analysis I International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. For DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Capacitance and RC transient response. Includes a 3-hour per week laboratory session. Prerequisite: Prerequisite:	International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Includes a 3-hour per week laboratory session. Prerequisite: Completion of WR 115 or placement into WR 121; prerequisite/concurrent MTH 111; prerequisite/concurrent EET 101 or department approval

Placement in WR 115;prerequisite/ concurrent: MTH 95 and EET 101. .	
Reason for change	To align with program prereqs and better assist the circuit analysis sequence.

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

Current learning outcomes	New learning outcomes
1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.	1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.

Reason for change	No change
-------------------------	-----------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: WR 115			
prefix & number: math 111	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
prefix & number: EET 101	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: WR 121 or completion of WR 115			

prefix & number: Math 111	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con
prefix & number: EET 101 or department approval	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	x <input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sanda Williams	Sanda.williams@pcc.edu	11-09-2010
SAC Administrative Liaison	Email	Date
Steinmetz, Dieterich V	dsteinme@pcc.edu	11-09-2010

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information															
Department:	EET	Submitter name phone and email	Sanda Williams Sanda.williams@pcc.edu 503-977-4527												
Prefix and Course Number:	EET 273	Credits:	3												
Course Title: (60 characters max)	Electronic Control Systems	Transcript Title (30 characters max)	Electronic Control Systems												
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 2 Lec/lab: Lab: 3												
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:												
<p>GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%;">Check all that apply</th> <th style="width: 30%;">Default (Choose one)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A-F (letter grade)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Pass/No pass</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Audit in consultation with faculty</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>					Check all that apply	Default (Choose one)	A-F (letter grade)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Check all that apply	Default (Choose one)													
A-F (letter grade)	<input checked="" type="checkbox"/>	<input 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)															
<p>Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)</p> <p>Covers electronic control systems, open-loop and closed-loop, proportional, integral, derivative, PI, and PID control modes, power control devices, relays, transistors, thyristors, and sensors. Topics include temperature control, DC motor control, and stepper motor control. Lab exercises include temperature control and motor control circuits.</p>															

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
course prefix & number: EET 222	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	Students will measure the operating characteristics and performance of power control devices and feedback control systems in the associated laboratory.
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> Operate and troubleshoot open loop and closed loop control systems. Use transfer functions to predict the correct operation of control systems. Measure and evaluate the performance of basic open loop and closed loop control systems. Operate and troubleshoot switch mode power supplies, converters, and motor drives.
Course activities and design: (from CCOG)	Concepts and theories presented in class are demonstrated in the laboratory. Lab experiments are synchronized with the lectures.
Outcomes assessment strategies: (from CCOG)	Assessment methods may include midterm and final exams, homework, lab evaluations, and projects.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Signal Conditioning, transmission, and interface circuits. Switches, relays, and power semiconductors. Position, angular velocity, and temperature sensors. Feedback Control Principles: on-off, proportional, integral, and derivative control modes. Analog PID controllers. Control system performance criteria. Permanent-magnet motors, DC motor control circuits, brushless DC motors, stepper motors.

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.	Adjustments to accommodate the development of EET 272-Motors and Generators.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):	Electronic Engineering Technology –AAS degree EET: Renewable Energy Systems – AAS degree EET: Mechatronics/Automation/Robotics –	102 105 106

	AAS degree EET: Biomedical Engineering Technology- AAS degree	103
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

agreements that have been reached	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Fall 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sanda Williams	sanda.williams@pcc.edu	10-19-2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	10-19-2010

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 95	Proposed prefix and number	N/A
Current course title	Intermediate Algebra	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Intermediate Algebra Functions are explored graphically and symbolically with an emphasis on function notation. Functions, equations, and graphs involving quadratic, rational, radical, and absolute value expressions are investigated. Technology is integrated throughout. A graphing calculator is required: TI 89/92 plus or Voyage 200 recommended. Prerequisites: MTH 63, MTH 65 or MTH 70 and placement into WR 115.		Functions are explored graphically and symbolically with an emphasis on function notation. Functions, equations, and graphs involving quadratic, rational, radical, and absolute value expressions are investigated. Technology is integrated throughout. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 63, MTH 65 or MTH 70 and placement into WR 115.
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.	

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are updating the calculator options for the course.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 105	Proposed prefix and number	N/A
Current course title	Explorations in Mathematics	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
<p>Students engage in the discovery and exploration of selected non-traditional topics in mathematics. Possible topics include mathematics of social choice, geometry, statistics, probability, and discrete mathematics. Technology will be used where appropriate. Students communicate results in oral and written form. Prerequisites: WR 115, RD 115 and MTH 95 or equivalent placement test scores.</p>	
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> * Apply an understanding of mathematical concepts to interpret quantitative experience (e.g. data presented numerically or graphically, evaluate claims supported by data, etc.) in everyday life. * Recognize the mathematics is sensible, useful and/or worthwhile in a variety of applications. * Formulate, represent, and solve everyday problems mathematically. * Support conclusions using logical thought, reflection, explanation and justification. 	<ul style="list-style-type: none"> • Use appropriate mathematics, including correct mathematical terminology, notation and symbolic processes, to solve every day problems. • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. • Support conclusions using logical thought, reflection, explanation and justification. • Recognize that mathematics is sensible, useful and/or worthwhile in a variety of applications in every day life and other academic disciplines.
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content).
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 111C	Proposed prefix and number	MTH 111
Current course title	Col Alg for Math, Science, Engin	Proposed title (60 characters max)	College Algebra
Reason for title change	We are combing MTH 111B and MTH 111C into MTH 111. We will no longer separate college algebra into two different flavors. Therefore, the title should just be College Algebra.	Proposed transcript title (30 characters max)	College Algebra

<p>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</p>	
Current Description	Proposed Description
<p>Relations and functions are investigated graphically, numerically, symbolically, and verbally. Exponential, logarithmic, polynomial, power, and rational functions are explored. Special topics include systems of linear and non-linear equations. Applications are investigated from Science and Engineering perspectives. Technology is integrated throughout the course. Students communicate results in oral and written form. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test scores. Graphing calculator required; TI 89, TI 92 or Voyage 200 recommended.</p>	<p>Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: MTH 95, RD 115, and WR 115, or equivalent placement.</p>
Reason for change	<p>As we are combing MTH 111B and MTH 111C, the description needs to remove the reference to “science and engineering.”</p> <p>We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> * Prepare students for trigonometry and calculus. * Demonstrate ability to model non-trivial, real world phenomena. * Creatively use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple approaches, and to interpret results. * Demonstrate mastery of exponential, logarithmic, polynomial, power, and rational functions. 	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when exponential, logarithmic, rational, or polynomial functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate college algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with exponential, logarithmic, rational, and polynomial functions in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in the mathematical, physical, and social sciences that requires the use of and an understanding of the concepts of college algebra.

Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes. We are also removing the references to the sciences due to the combining of MTH 111B and MTH 111C.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes	While there is little change to no change in the content of the course, renumbering MTH 111C to MTH 111 and inactivating MTH 111B will have an impact on a number of courses, degrees, and certificates. We have been working with the Curric. Office to identify any courses, degrees, or certificates that will be impacted and they have been running triage to help these SACs appropriately adjust their course, degrees, and/or certificates.
<input type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 112	Proposed prefix and number	N/A
Current course title	Elementary Functions	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
<p>Topics investigated graphically, numerically, symbolically, and verbally and include: trigonometric functions and their graphs, trigonometric equations and identities, solution of right and oblique triangles, vectors, polar coordinates, parametric equations and complex numbers. Technology is integrated throughout the course. Students communicate results in oral and written form. Graphing calculator required; TI 89, TI 92 or Voyage 200 recommended. Prerequisite: WR 115, RD 115 and MTH 111B or 111C or equivalent placement test scores.</p>	<p>Investigates trigonometric functions, equations and identities. Examines right and oblique triangles, vectors, polar coordinates, parametric equations, and complex numbers. Explores topics graphically, numerically, symbolically, and verbally. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: (MTH 111 or MTH 111B or MTH 111C), RD 115, and WR 115, or equivalent placement.</p>
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> * Prepare students for calculus. * Demonstrate ability to model periodic, non trivial, real world phenomena. * Creatively use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple approaches, and to interpret results. * Demonstrate mastery of trigonometric functions, vector arithmetic, understanding of the polar coordinate system, and parametric equations. 	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when trigonometric functions, vector arithmetic, the polar coordinate system, or parametric equations are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate trigonometric, parametric, and vector concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with trigonometric functions, vector arithmetic, the polar coordinate system, and parametric equations in various situations and use correct mathematical

		terminology, notation, and symbolic processes in order to be prepared for future coursework in calculus and the sciences that requires the use of and an understanding of the concepts of elementary functions.		
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
<input checked="" type="checkbox"/> Standard prerequisites - WR 115 and RD 115 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number: MTH 111B or MTH 111C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input checked="" type="checkbox"/> Standard prerequisites - WR 115 and RD 115 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number: MTH 111 or MTH 111B or MTH 111C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes		
		<input checked="" type="checkbox"/> no		
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?				
Please provide details, who was contacted and the resolution.				
<input type="checkbox"/> Yes				
<input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options. By changing the course numbering of our MTH 111s, we need to include that change to the prerequisites for this course.			
Implementation term	<input type="checkbox"/> Next available term after approval			
	<input checked="" type="checkbox"/> Specify term: Fall 2011			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 211	Proposed prefix and number	N/A
Current course title	Foundations of Elem Math I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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	
Reason for change			

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

Current learning outcomes		New learning outcomes	
None Listed Online		<ul style="list-style-type: none"> • Understand the theoretical foundations of mathematics focusing on whole number arithmetic as taught at the K-9 level in order to develop mathematical knowledge for teaching. • Use various problem solving strategies and algebraic reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results. • Participate in a teacher education program. • Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics. 	
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.		

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

Current prerequisites, corequisites and concurrent

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content).
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 212	Proposed prefix and number	N/A
Current course title	Foundations of Elem Math II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Upon completion of this course learners should be able to do the following beyond the classroom:</p> <ul style="list-style-type: none"> * Transfer to a four-year college and successfully continue a teacher education program. * Understand the theoretical foundations of mathematics taught at the K-9 level. * Make good use of mathematics and be able to problem solve, utilizing appropriate technology. 	<ul style="list-style-type: none"> • Understand the theoretical foundations of mathematics focusing on integer and rational number arithmetic as taught at the K-9 level in order to develop mathematical knowledge for teaching. • Use various problem solving strategies and statistical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results. • Participate in a teacher education program. • Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content).
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 213	Proposed prefix and number	N/A
Current course title	Foundations of Elem Math III	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
None listed online.	<ul style="list-style-type: none"> • Understand the theoretical foundations of mathematics focusing on geometric principles as taught at the K-9 level in order to develop mathematical knowledge for teaching. • Use various problem solving strategies and geometrical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results. • Participate in a teacher education program. • Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content).
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 241	Proposed prefix and number	N/A
Current course title	Calc for Mgmt, Life/Social Sci	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
<p>Topics include limits, continuity, derivatives, and integrals. Applications are investigated from science, business, and social science perspectives. TI graphing calculator required, see instructor at first class meeting. Prerequisite: MTH 111B or MTH 111C and their prerequisite requirements.</p>	<p>Topics include limits, continuity, derivatives, and integrals. Applications are investigated from science, business, and social science perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: MTH 111B or MTH 111C and their prerequisite requirements.</p>
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

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
None listed online.	<ul style="list-style-type: none"> Analyze real world business and social science scenarios to recognize when calculus can be applied, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. Appreciate calculus concepts that are encountered in business and social sciences, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. Work with calculus concepts in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in business and social sciences that requires the use of and an understanding of the concepts of calculus.
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) FALL 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 243	Proposed prefix and number	N/A
Current course title	Statistics I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
<p>Topics include displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, and introduction to confidence intervals. Applications are investigated from science, business, and social science perspectives. TI graphing calculator with advanced statistical programs and/or computer software, see instructor. Prerequisites: MTH 111B or 111C and their prerequisite requirements.</p>	<p>Topics include displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, and introduction to confidence intervals. Applications are investigated from science, business, and social science perspectives. TI graphing calculator with advanced statistical programs and/or computer software, see instructor. Prerequisites: MTH 111 or MTH 111B or 111C and their prerequisite requirements.</p>
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Upon completion of this course learners should be able to do the following beyond the classroom:</p> <ul style="list-style-type: none"> * Interpret data and graphs critically. * Utilize sound methods to draw trustworthy conclusions based on data. * Have sufficient command of the concepts and terminology of probability and statistics to engage in work, study, and applications. * Transfer to a four-year college and successfully continue a course of study in their major field. 	<ul style="list-style-type: none"> • Analyze data and graphs in real world scenarios to recognize what probability and statistics are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches. Judge if the results are reasonable and then interpret and clearly communicate the results. • Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with probability and statistics in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework and to continue a course of study in their major field that requires the use of and an understanding of the concepts of probability and statistics

Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into:

prefix & number: **MTH 111B or 111C**

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

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

Placement into:

prefix & number: **MTH 111 or MTH 111B or 111C**

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

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

yes

no

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

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

Please provide details, who was contacted and the resolution.

Yes

No

We are revising our outcomes (not our content) and updating the calculator options.

Implementation term

Next available term after approval

Specify term: **Fall 2011**

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

Section # 2 Department Review

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

SAC Chair	Email	Date
-----------	-------	------

Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 244	Proposed prefix and number	N/A
Current course title	Statistics II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

<p>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</p>	
Current Description	Proposed Description
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Upon completion of the course, learners should be able to do the following beyond the classroom:</p> <ul style="list-style-type: none"> * Collect data in observational studies, such as surveys, and experiments where treatments are deliberately imposed on the subjects. * Interpret and communicate the results of statistical analyses. * Interpret studies in scholarly and scientific publications and make sense of statistical information provided by the media. * Have sufficient command of the science of reasoning from data to engage in work, study, and other applications. * Transfer to a four-year college and successfully continue a course of study in their major field. 	<ul style="list-style-type: none"> • Critically analyze the data from observational studies, such as surveys and experiments where treatments are deliberately imposed on the subjects, and using appropriate statistical methods and technology, judge if the results are reasonable, and then interpret and clearly communicate the results. • Interpret studies in scholarly and scientific publications and make sense of statistical information provided by the media. • Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Have sufficient command of the science of reasoning from data and correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and other applications that require the use of and an understanding of the concepts of statistics in a data-based setting.
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the</p>	

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 251	Proposed prefix and number	N/A
Current course title	Calculus I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Calculus I Develop an understanding of limits, continuity, derivatives and applications of derivatives. Students will communicate their results in oral and written form. Graphing calculator required; TI 89 , TI 92 Plus or Voyage 200 recommended. Prerequisites: MTH 112 or CMET 131; and their prerequisite requirements. Students must also register for a MTH 251 lab section.	Develop an understanding of limits, continuity, derivatives and applications of derivatives. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 112 or CMET 131; and their prerequisite requirements. Students must also register for a MTH 251 lab section.
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

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
Upon completion of this course the learner should be able to do the following in the outside world: * Use derivatives to solve real world problems. * Transfer to a four-year college and continue a course of study in the field of mathematics, science or engineering. * Engage in work, study, and conversation on topics involving derivatives and limits with colleagues in the field of mathematics, science or engineering. * Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when derivatives and limits are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate derivatives and limit-related concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with derivatives and limits in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and limits with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.

Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 252	Proposed prefix and number	N/A
Current course title	Calculus II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Calculus II Develop an understanding of antiderivatives, the definite integral, topics of integration, improper integrals, and applications of integration. Students will communicate their results in oral and written form. Graphing calculator required; TI 89, TI 92 Plus, or Voyage 200 recommended. Prerequisites: MTH 251 and its prerequisite requirements.	Develop an understanding of antiderivatives, the definite integral, topics of integration, improper integrals, and applications of integration. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 251 and its prerequisite requirements.
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator. Also, there was a typo: “define integral” is supposed to be “ definite integral.”

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
Upon completion of this course the learner should be able to do the following in the outside world: * Use derivatives and integrals to solve real world problems. * Transfer to a four-year college and continue a course of study in the field of mathematics, science or engineering. * Engage in work, study, and conversation on the topics derivatives and integrals with colleagues in the field of mathematics, science or engineering. * Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when derivatives or integrals are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate derivative and integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with derivatives and integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and integrals with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.

Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input 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	We are revising our outcomes (not our content) and updating the calculator options.
<input checked="" type="checkbox"/> No	

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
---------------------	---

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

Section # 2 Department Review

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

SAC Chair	Email	Date
-----------	-------	------

Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 253	Proposed prefix and number	N/A
Current course title	Calculus III	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Calculus III Topics include: infinite sequences and series (emphasis on Taylor series), an introduction to differential equations, and vectors in three space. Students will communicate their results in oral and written form. Graphing calculator required; TI 89, TI 92 Plus or Voyage 200 recommended. Prerequisites: MTH 252 and its prerequisite requirements.	Topics include: infinite sequences and series (emphasis on Taylor series), an introduction to differential equations, and vectors in three space. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 252 and its prerequisite requirements.
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>			
Current learning outcomes		New learning outcomes	
<p>Upon completion of this course the learner should be able to do the following in the outside world:</p> <ul style="list-style-type: none"> * Use vectors and series to solve real world problems. * Transfer to a four-year college and continue a course of study in the field of mathematics, science or engineering. * Engage in work, study, and conversation on topics related to vectors or series with colleagues in the field of mathematics, science or engineering. * Enjoy a life enriched by exposure to one of humanity's great intellectual achievements. 		<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when elementary differential equations, vectors, or series are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate elementary differential equation, vector, and series concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with elementary differential equations, vectors, and series in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors and series with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements. 	
Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 254	Proposed prefix and number	N/A
Current course title	Vector Calculus I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
<p>Vector Calculus I Topics include multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective. Applies integration and differentiation of both types of functions to solve real world problems. Students will communicate their results in oral and written form. Graphing calculator required: TI 89, TI 92 Plus or Voyage 200 recommended. Prerequisites: MTH 253 and its prerequisite requirements.</p>	<p>Topics include multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective. Applies integration and differentiation of both types of functions to solve real world problems. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 253 and its prerequisite requirements.</p>
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

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>Upon completion of this course the learner should be able to do the following in the outside world:</p> <ul style="list-style-type: none"> * Use partial derivatives and multiple integrals of multivariate and vector valued functions to solve real world problems. * Transfer to a four-year college and continue a course of study in the field of mathematics, science or engineering. * Engage in work, study, and conversation on the topics of multivariate and vector valued functions with colleagues in the field of mathematics, science or engineering. * Enjoy a life enriched by exposure to one of humanity's great intellectual achievements. 	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when partial derivatives or multiple integrals of multivariate and vector valued functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate partial derivative and multiple integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with partial derivatives and multiple integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving partial derivatives and multiple integrals with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.

Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 256	Proposed prefix and number	N/A
Current course title	Differential Equations	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Study a variety of differential equations and their solutions, with emphasis on applied problems in engineering and physics. Differential equations software will be used. Students communicate results in oral and written form. TI graphing calculator required, see instructor at first class meeting. Prerequisites: MTH 253 and its prerequisite requirements.	Study a variety of differential equations and their solutions, with emphasis on applied problems in engineering and physics. Differential equations software will be used. Students communicate results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 253 and its prerequisite requirements.
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

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
None listed online.	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when ordinary differential equations (ODEs) or systems of ODEs are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate ODE and system of ODEs concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with ODEs and systems of ODEs in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving ODEs and systems of ODEs with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.

Reason for change

We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Mathematics	Submitter name	Scot Leavitt
		Phone	x4478
		Email	sleavitt@pcc.edu
Current prefix and number	MTH 261	Proposed prefix and number	N/A
Current course title	Applied Linear Algebra I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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
Overview of linear algebra with some applications. Includes linear systems, vectors, and vector spaces, including eigenspaces. TI graphing calculator required, see instructor at first class meeting. Prerequisites: MTH 253 and its prerequisite requirements.	Overview of linear algebra with some applications. Includes linear systems, vectors, and vector spaces, including eigenspaces. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 253 and its prerequisite requirements.
Reason for change	We are updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

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>Upon completion of this course the learner should be able to do the following things:</p> <ul style="list-style-type: none"> * Model real-world problems using vectors, matrices, and systems of linear equations. * Articulate vector space interpretations of linear systems and their solutions. * Transfer to a four-year college and continue a course of study in the field of mathematics, science, or engineering. * Engage in work, study, and conversation on the topics of Linear Algebra with colleagues in the field of mathematics, science, or engineering. * Appreciate the beautiful unifying power of Linear Algebra over the various branches of mathematics due to the omnipresence of linear structure. 	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when vectors, matrices, or linear systems are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate linear algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with vectors, matrices, or linear systems symbolically and geometrically in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors, matrices, or systems of linear equations with colleagues in the field of mathematics, science or engineering.

Reason for change	We are revising the outcomes on all 100+ level mathematics courses to support the AAOT Mathematics Discipline Studies outcomes.
-------------------	---

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	We are revising our outcomes (not our content) and updating the calculator options.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Scot Leavitt	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department: Mathematics		Submitter name Phone Email	Scot Leavitt X4478 sleavitt@pcc.edu
Course Prefix and Number:	MTH 111H	# Credits:	5.0
Course Title: 60 characters max	College Algebra: Honors	Transcript Title (30 characters max)	College Algebra: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 5.0 Lec/lab (# of hours): Lab (# of hours):
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<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"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title MTH 111: College Algebra	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	An honors version of College Algebra. Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: MTH 95, RD 115, and WR 115, or equivalent placement.		
Begin the course description with an active verb. Include recommendations in the description.			

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

prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum															
<input checked="" type="checkbox"/> Standard Prerequisites - WR 115 and RD 115 or equivalent placement test scores															
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:													
course prefix & number: MTH 95	<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												
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co												
Addendum to Course Description:															
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum															
Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> Analyze real world scenarios to recognize when exponential, logarithmic, rational, or polynomial functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. Appreciate college algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. Work with exponential, logarithmic, rational, and polynomial functions in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in the mathematical, physical, and social sciences that requires the use of and an understanding of the concepts of college algebra. Design, plan and execute research projects. Communicate effectively with formal argument and critical thinking, across multiple fields using written, visual, spoken and technological means. Participate in and lead groups using acquired leadership and organizational skills. 														
Course activities and design: (from CCOG)	All activities will follow the premise that formal definitions and procedures evolve from the investigation of practical problems. In-class time is primarily activity/discussion emphasizing problem solving techniques. Activities will include group work.														
Outcomes assessment strategies:	<p>Assessment shall include:</p> <p>1. The following must be assessed without the use of books, notes, or calculators, in a proctored setting:</p> <table border="0"> <tr> <td style="text-align: center;"><u>Algebraically</u></td> <td style="text-align: center;"><u>Graphically</u></td> </tr> <tr> <td>Evaluating logarithmic expressions</td> <td>Graphing Polynomials</td> </tr> <tr> <td>Solving logarithmic equations</td> <td>Graphing Rational</td> </tr> <tr> <td>functions</td> <td>Transformations of</td> </tr> <tr> <td>Solving exponential equations</td> <td></td> </tr> <tr> <td>functions</td> <td></td> </tr> </table>			<u>Algebraically</u>	<u>Graphically</u>	Evaluating logarithmic expressions	Graphing Polynomials	Solving logarithmic equations	Graphing Rational	functions	Transformations of	Solving exponential equations		functions	
<u>Algebraically</u>	<u>Graphically</u>														
Evaluating logarithmic expressions	Graphing Polynomials														
Solving logarithmic equations	Graphing Rational														
functions	Transformations of														
Solving exponential equations															
functions															

	<p>Finding inverse functions Finding an exponential function given two points Function algebra</p> <ol style="list-style-type: none"> 2. At least two proctored, closed-book examinations. A comprehensive final exam is required, at least part of which must be closed-book and proctored. 3. Various opportunities to express – and be graded on – mathematical concepts in writing. Assessment should be made on the basis of using correct mathematical syntax, appropriate use of the English language, and explanation of the mathematical concept. 4. At least two of the following additional measures: <ol style="list-style-type: none"> a. Take-home examinations b. Graded homework c. Quizzes d. Group projects e. In-class activities f. Portfolios g. Individual projects 5. Additional forms of assessment that do not have to be part of the grade: <ol style="list-style-type: none"> a. Attendance b. Individual student conference c. In-class participation
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>THEMES:</p> <ul style="list-style-type: none"> • Exponential functions, logarithmic functions, polynomial functions, rational functions • Graphing • Algebraic manipulation of functions • Technology • Problem solving • Critical thinking • Communication • Data Analysis • Group work <p>SKILLS:</p> <p>1.0 FUNCTIONS: The goal is to explore and analyze functions represented in a variety of forms (numerically, symbolically, verbally and graphically).</p> <ol style="list-style-type: none"> 1.1 Given a function in any form, identify and express understanding of the domain and range, the horizontal intercept(s), the vertical intercept, the asymptotes as appropriate, and the end behavior. 1.2 Given a function represented graphically, identify and express understanding of: local maximum and local minimum function values, the intervals over which the function is increasing or decreasing, concave up or concave down. 1.3 Construct and express understanding of new functions from functions represented in any form. <ol style="list-style-type: none"> 1.3.1 Construct and express understanding of a sum, difference, product or quotient

of two given functions.

1.3.2 Construct and express understanding of a composition of two given functions.

1.3.3 Construct and express understanding of the inverse of a given function.

1.3.4 Investigate and express understanding of the new functions in context of applications.

1.4 Investigate families of functions in any form within the context of transformations.

1.4.1 Shift, reflect and/or stretch a given function horizontally or vertically.

1.4.2 Investigate and express understanding of given transformations in context of applications.

1.4.3 Investigate and express understanding of the symmetry of even and odd functions.

1.5 Investigate piecewise defined functions.

2.0 EXPONENTIAL FUNCTIONS AND EQUATIONS:

The goal is to explore and analyze exponential functions represented in a variety of forms (numerically, symbolically, verbally and graphically) in context of applications.

2.1 Given an exponential function that is represented graphically, numerically or symbolically, express it in the other two forms.

2.2 Write the symbolic form of exponential functions represented in various forms

2.2.1 Given two points from an exponential function, generate a model symbolically.

2.3 Solve exponential equations symbolically, distinguishing between exact and approximate solutions.

2.4 Investigate different forms of exponential functions including the following:

$$f(t) = ab^t \quad g(t) = ae^{kt} \quad P(t) = P_o \left(1 + \frac{r}{n}\right)^{nt} \quad A = Pe^{rt}$$

2.5 Solve a variety of applied problems involving exponential functions (such as radioactive decay, bacteria growth, population growth, and compound interest). All variables in applications shall be appropriately defined with units.

3.0 LOGARITHMIC FUNCTIONS AND EQUATIONS:

The goal is to explore and analyze logarithmic functions represented in a variety of forms (numerically, symbolically, verbally and graphically) in context of applications.

3.1 Express logarithmic functions, using a variety of bases in addition to e and 10 , as inverse functions of exponential functions represented in various forms.

3.2 Given a logarithmic function that is represented graphically, numerically or symbolically, the student should be able to express it in the other two forms.

3.3 Using properties of logarithms, including change of base, simplify logarithmic expressions and solve logarithmic equations graphically and symbolically, distinguishing between exact and approximate solutions.

3.4 Solve a variety of applied problems involving logarithmic functions (such as intensity of sound, earthquake intensity, and determining acidity of a solution by its pH). All variables in applications shall be appropriately defined with units.

4.0 POLYNOMIAL FUNCTIONS:

The goal is to explore and analyze polynomial functions represented in a variety of forms (numerically, symbolically, verbally and graphically) in context of applications.

	<p>4.1 Given a polynomial function that is represented graphically, represent it symbolically.</p> <p>4.2 Given a polynomial function in factored form, graph it by hand.</p> <p>4.3 Distinguish the relationship between zeros, roots, solutions and the horizontal-intercepts of a polynomial function.</p> <p>4.4 Find and estimate zeros of a polynomial that is represented in a variety of forms.</p> <p>4.4.1 Distinguish between exact and approximate solutions, including complex solutions.</p> <p>4.5 Sketch a polynomial function given the roots of the function, and the corresponding multiplicity of each root.</p> <p>4.6 Solve a variety of applied problems involving polynomial functions. All variables in applications shall be appropriately defined with units.</p> <p>5.0 RATIONAL FUNCTIONS The goal is to explore and analyze rational functions represented in a variety of forms (numerically, symbolically, verbally and graphically) in context of applications.</p> <p>5.1 Given a rational function that is represented graphically, represent it symbolically.</p> <p>5.2 Given a rational function in factored form, graph it by hand.</p> <p>5.3 Solve a variety of applied problems involving rational functions. All variables in applications shall be appropriately defined with units.</p> <p>5.4 Examine horizontal, vertical, and oblique asymptotes of rational functions.</p> <p>6.0 TECHNOLOGY The goal is to use technology to enhance understanding of concepts in this course.</p> <p>6.1 Demonstrate the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enter equations in the y-editor <input type="checkbox"/> Set domain, range, and scale values <input type="checkbox"/> Use some zoom features <input type="checkbox"/> Find max/min values, zeros/roots, and intersection points <input type="checkbox"/> Evaluate logarithms of various bases
Reason for the new course	The Math SAC is proposing our first honor course.

Section #2 Transferability

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

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

2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	All. MTH 111B, MTH 111C, and MTH 111 all transfer to all OUS schools.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	MTH 111 at all OUS schools.
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes. MTH 111

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.
--	-----

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Fall 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Scot Leavitt	sleavitt@pcc.edu
SAC Administrative Liaison	Email
Nancy Wessel	nancy.wessel@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	MM253	Credits:	3
Course Title: (60 characters max)	Intermediate Modeling and Texturing	Transcript Title (30 characters max)	Intermediate Modeling and Texturing
Can this class be repeated?	X <input type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 3	Contact hours: Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	X <input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
This course further explores 3D modeling and texturing through hands-on exercises and assignments. Students will use relevant modeling tools, advanced modeling theory, and intermediate texturing techniques.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MM232	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>On completion of the course, the student should be able to:</p> <ul style="list-style-type: none"> ➤ Create and texture professional quality 3D models. ➤ Utilize three main modeling methods (such as: Polygon Modeling, NURBS Modeling, Subdivision Surface Modeling) and use the tools and features within each method. ➤ Apply advanced modeling theory: <ul style="list-style-type: none"> ○ Polygon edge loop flow. ○ Correcting modeling errors. ○ Models ready for sub-division. ○ Strengths and weaknesses of each modeling style ➤ Understand the basics of practical texturing and UV mapping. ➤ Prepare professional textured models for a portfolio.
<p>Course activities and design: (from CCOG)</p>	<p>Materials will be presented via lectures, demonstrations, and assignments. Students will learn and demonstrate their abilities through hands-on assignments. Professional examples from recently completed work will provide students with exposure to the local professional 3D community.</p>
<p>Outcomes assessment strategies: (from CCOG)</p>	<p>Student fulfillment of expected outcomes will be assessed using:</p> <ul style="list-style-type: none"> ➤ Modeling and texturing assignments; ➤ Professional and peer critique
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>The following technologies, skills, and concepts will be covered and/or demonstrated:</p> <ol style="list-style-type: none"> 1. <u>POLYGON MODELING</u> <ol style="list-style-type: none"> 1.1. Theory 1.2. Tools 1.3. Practical Uses 1.4. Finding/Correcting Mesh Problems 1.5. Edge Loop Flow 1.6. Subdividing 2. <u>NURBS MODELING</u> <ol style="list-style-type: none"> 2.1. Theory 2.2. Tools 2.3. Practical Uses 2.4. Isoparm Flow 2.5. Converting to Polygons 3. <u>SUBDIVISION SURFACE MODELING</u>

	<ul style="list-style-type: none"> 3.1. Theory 3.2. Tools 3.3. Practical Uses 3.4. Converting to and from Polygons <ul style="list-style-type: none"> 4. <u>RIGID BODY MODELING</u> <ul style="list-style-type: none"> 4.1. Subdividing for rigidity 4.2. Edge spacing 4.3. Preparation texturing for animation <ul style="list-style-type: none"> 5. <u>ORGANIC MODELING</u> <ul style="list-style-type: none"> 5.1. Proper edge flow for animation. 5.2. Keeping smooth continuous surfaces. 5.3. Preparation for texturing and animation <ul style="list-style-type: none"> 6. <u>GENERAL TEXTURING</u> <ul style="list-style-type: none"> 6.1. Texturing theory. 6.2. Creating shaders and shading networks. 6.3. Using reference photos and hand painted images as textures. 6.4. Building/Applying procedural shading networks <ul style="list-style-type: none"> 7. <u>UV MAPPING</u> <ul style="list-style-type: none"> 7.1. Theory. 7.2. Tools and work flow. 7.3. Hand painting textures 7.4. Proper wrapping technique. <ul style="list-style-type: none"> 8. <u>DELIVERY/PRODUCTION</u> <ul style="list-style-type: none"> 8.1. Professional quality compositing and rendering. 8.2. Current portfolio examples.
--	--

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 expand on existing 3D development courses	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu 11/5/10	

SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	MM254	Credits:	3
Course Title: (60 characters max)	Character Rigging and Animation	Transcript Title (30 characters max)	Character Rigging and Animation
Can this class be repeated?	X <input type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 3	Contact hours: Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	X <input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
This course will explore 3D character rigging and animation through lecture and hands-on exercises and assignments. Students' will covers the creation of a professional bipedal character rig, character animation, and lip-syncing facial animation.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MM232		X <input type="checkbox"/>	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co

	Prerequisite		
course prefix & number: MM253	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>On completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> ➤ Build an armature of joints for their 3D character model. <ul style="list-style-type: none"> ○ Implement both Forward Kinematics and Inverse Kinematics. ➤ Define, analyze and use the many forms of character deformations: <ul style="list-style-type: none"> ○ Blend Shapes ○ Clusters / Influence Objects ○ Jiggle ➤ Define and dissect the principals of animation ➤ Recognize theory and techniques of good character animation including facial animation. ➤ Prepare a rigged and animated character for a demo reel.
<p>Course activities and design: (from CCOG)</p>	<p>Materials will be presented via lectures, demonstrations, and assignments. Students will learn and demonstrate their abilities through hands-on assignments. Professional examples from recently completed work will provide students with exposure to the local professional 3D community.</p>
<p>Outcomes assessment strategies: (from CCOG)</p>	<p>Student fulfillment of expected outcomes will be assessed using:</p> <ul style="list-style-type: none"> ➤ Rigging and animation assignments. ➤ Professional and peer critique.
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>The following technologies, skills, and concepts will be covered and/or demonstrated:</p> <ol style="list-style-type: none"> 1. <u>BIPEDAL SKELETON CONSTRUCTION</u> <ol style="list-style-type: none"> 1.1. Joint creation. 1.2. Joint orientation. 1.3. FK hierarchical understanding. 1.4. Practical skeleton construction. 1.5. Naming conventions. 2. <u>IK CHAINS</u> <ol style="list-style-type: none"> 2.1. IK chain creation 2.2. Spline IK chains 2.3. IK/FK switches. 2.4. Proper integration into bipedal rig. 3. <u>AUTOMATED RIGGING PROCESSES</u> <ol style="list-style-type: none"> 3.1. FBIK system 3.2. Other options

4. ADDITIONAL RIGGING
 - 4.1. Adding unique controllers
 - 4.2. Set Driven Keys to advance the rig
 - 4.3. Using the Connection Editor to control parts.
 - 4.4. Constraints
5. SKINNING
 - 5.1. Attaching the rig to the model.
 - 5.2. Painting the skin weights.
 - 5.3. Advanced skinning theory and techniques.
6. DEFORMERS
 - 6.1. Blend Shapes
 - 6.2. Clusters
 - 6.3. Jiggle
 - 6.4. Influence Objects
7. CHARACTER ANIMATION
 - 7.1. The principals of animation.
 - 7.2. Practical animation workflow
 - 7.3. Pose-to-pose and straight forward animation
 - 7.4. Lip-syncing and facial animation
8. DELIVERY/PRODUCTION
 - 8.1. Professional quality compositing and rendering.
 - 8.2. Current portfolio examples.

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 expand on existing 3D development courses	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three.	

If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply
 on campus hybrid on-line (complete DL Modality form, obtain signature and submit to the DL office)
 other (explain)

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

No

Impact on other Programs and Departments

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

No

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

No

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

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

Is there any potential impact on another department of campus?

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

No

Implementation term:

Next available term after approval
 Specific term AFTER next available:

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

Section # 4 Department Review

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

SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu 11/5/10	
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Trades/ Industry	Submitter name	Richard Willebrand
		Phone	971.722.5653
		Email	rwillibr@pcc.edu
Current prefix and number	ELT 201 (x-listed with APR 201)	Proposed prefix and number	
Current course title	Electric Motor Controls	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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</p>			
Current Description		Proposed Description	
Reason for change			

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

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

Current learning outcomes	New learning outcomes

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

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: FMT 111 or APR 104 or Department Permission	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 related instruction templates .	<input type="checkbox"/> yes
	X no

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

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

Please provide details, who was contacted and the resolution.

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

Implementation term	X Next available term after approval Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Richard Willeberand	rwillebr@pcc.edu 11/09/2010	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu 11/09/2010	

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Trades and Industry	Submitter name	Richard Willebrand
		Phone	971.722.5653
		Email	rvillebr@pcc.edu
Current prefix and number	APR 201 (x-listed with ELT 201)	Proposed prefix and number	
Current course title	Electric Motor Controls	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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</p>			
Current Description		Proposed Description	
Reason for change			

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

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

Current learning outcomes	New learning outcomes

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

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: FMT 111 or APR 104 or Department Permission	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--	--	--------------------------------------	----------------------------------

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Richard Willebrand	rvillebr@pcc.edu	11/09/2010
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	11/09/2010

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Margaret Carter Skill Center	Submitter name	Marcia Janssen
		Phone	503.978.5344
		Email	majones@pcc.edu
Course Prefix and Number:	SC12B	# Credits:	2
Course Title: 60 characters max	Foundational Computer Literacy	Transcript Title (30 characters max)	Foundational Computer Literacy
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 3	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 4 per week
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Gain appreciation for the impact that computer technology has on personal and professional lives and gain foundational computer and keyboarding skills using windows system, e-mail, browsers, word processing, and presentation software to prepare for entry into SC12A and promote success in future coursework.		
Begin the course description with an active verb. Include recommendations in the description.			

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

pcc.edu/curriculum			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to Course Description:			
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum			
Learning Outcomes: (Use observable and measurable verbs)	<p>1. Acquire foundational automated technology skills that incorporate MYPCC, e-mail, browsers, word processing, and presentation software in order to access information and function more effectively in the modern workplace environment.</p> <p>2. Apply academic skills that lead to personal and professional sustainability and promote success in future coursework and transfer ability to courses, such as, Applied Communications and Introduction to Computers in the Skill Center Principles of Technology program</p> <p>3. Create and maintain a collection of information commonly used to support business solutions and reduce duplicate processes.</p>		
Course activities and design: (from CCOG)	<p>Apply hardware and software concept correctly</p> <p>Navigate the internet and intranet to locate information</p> <p>Send, receive and reply to an email with an attachment</p> <p>Use basic hardware and software terminology</p> <p>Create, edit, name, save, and locate a simple business document</p>		
Outcomes assessment strategies:	<p>Student will be assessed by any combination of the following</p> <p>Participation in class</p> <p>Class assignment and projects</p> <p>Quizzes</p>		
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Hardware component</p> <p>Technical Terminology</p> <p>Network navigation and access</p> <p>Software application</p> <p>File management</p>		
Reason for the new course	Prepare students to enter SC12A		

Section #2 Transferability	
Course is below 100 level	
Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) Not applicable
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course is designed for those students with little understanding or familiarity in computer technology to prepare students for entry into the SC12A. The course fits into the Skill Center model as a foundational component for the SC12A course as part of the Principles of Technology program
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.	None

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No
--	----

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Spring 2011
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	Email
SAC Administrative Liaison	Email
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Ophthalmic Medical Technology	Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Prefix and Course Number:	OMT 115	Credits: 2	
Course Title: (60 characters max)	Introduction to Ophthalmics	Transcript Title (30 characters max)	Intro to Ophthalmics
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times?1	Contact hours: Lecture: 2 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A		
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces ophthalmology including history, roles and responsibilities of ophthalmic technicians and other allied health personnel in ophthalmology, industry standards and professional organizations. Ethics of patient care, confidentiality, privacy, scope of practice and employment opportunities will also be discussed. Covers office efficiency, professionalism and risk management.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: Math 65, WR 121, MP 111		<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
		<input type="checkbox"/> pre/co	

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	Field trips on and off campus may be included.		

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<ol style="list-style-type: none"> 1. Distinguish various career paths available in the ophthalmic professions and the educational requirements for each. 2. Apply legal and ethical tenets of a healthcare professional in the clinical workplace. 3. Understand the legal ramifications of confidentiality, bioethics and scope of practice as a base of knowledge for future course work and work in the industry. 4. Use effective communication that represents competence and professionalism in the clinical setting.
<p>Course activities and design: (from CCOG)</p>	<p>This will be a two hour lecture course. Specific activities may include lecture, group projects, field trips, individual or group assignments.</p>
<p>Outcomes assessment strategies: (from CCOG)</p>	<p>At the beginning of the course the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools: examinations, quizzes, homework assignments, research papers, and student participation. Students are expected to participate in, and contribute to, all class and team discussions and activities.</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>History of Ophthalmics and Medicine</p> <ol style="list-style-type: none"> 1. Explain how optical lenses, spectacles and contact lenses came to be developed and some of their associated historical names. 2. Discuss basic visual anomalies and methods of correction. 3. Define myopia, hyperopia, presbyopia and astigmatism. 4. Identify the different tasks of opticians, optometrists, ophthalmologists and ophthalmic medical technicians. 5. Distinguish types of medical practices such as private practice, partnerships, group practices, health maintenance organizations and government programs as well as ambulatory and outpatient surgical facilities. <p>Overview of Healthcare in the United States – Delivery and Payment</p> <ol style="list-style-type: none"> 1. Inception of insurance in the US. 2. Medicare, private insurance, other government plans that provide health care coverage 3. Current federal healthcare policy impacting ophthalmology <p>Specific Knowledge and Tasks of the OMT</p> <ol style="list-style-type: none"> 1. Define the tasks of an ophthalmic medical technician functioning in an office based practice or an ambulatory surgical center. 2. State the diagnostic tests an ophthalmic medical technician will be expected to perform. 3. List skills necessary to become an ophthalmic medical technician.

	<p>Employment opportunities</p> <ol style="list-style-type: none"> 1. State employment opportunities in an office based practice, multispecialty clinic, surgical setting or other related occupations for an ophthalmic technician. <p>Presenting a Professional Image</p> <ol style="list-style-type: none"> 1. Describe appropriate dress and appearance and note examples of inappropriate dress in the workplace. 2. Describe professional behavior and list examples of unprofessional behavior. 3. Describe proper handling of confidential information. 4. Describe medical ethics for ophthalmic medical personnel. <p>Office Efficiency, Public Relations, Risk Management</p> <ol style="list-style-type: none"> 1. Describe the primary role of the ophthalmic assistant. 2. Describe 4 ways to keep patients happy. 3. Describe AAO guidelines for handling patient calls. 4. Describe the proper procedure for noting missed appointments and cancellations on patient records. 5. Describe the proper procedure for calling patients from the waiting room. 6. Detail HIPAA regulations. <p>Organizations</p> <ol style="list-style-type: none"> 1. Explain what "JCAHPO, ATPO, and AAO " stand for and how these organizations serve ophthalmic medical technicians.
--	--

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	The OMT program does not have an introductory course in the current curriculum. The program advisory committee recommended the addition of such a course as a way to give students an overview of the profession as well as	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Ophthalmic Medical Technology	# credit: 91
Name of degree(s):	Associate of Applied Science	# credit:91
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course	
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

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

Transferability: Will this course transfer to another academic institution? Identify	No
--	----

Impact on other Programs and Departments

Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
--	----

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

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

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

Is there any potential impact on another department of campus?

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

Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2011
----------------------	--

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
Joanne Harris	jmharris@pcc.edu	11/3/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/3/10

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Ophthalmic Medical Technology	Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Prefix and Course Number:	OMT 147	Credits:	2
Course Title: (60 characters max)	Clinical Optics 3	Transcript Title (30 characters max)	Clinical Optics 3
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 1	Contact hours: Lecture: 1 Lec/lab: 0 Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A		
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Covers theories of visual perception. Introduces basic and advanced visual aids and their application to patients with various forms of low vision. Concepts of depth perception and color vision explored. Concepts of retinoscopy and refractometry are introduced. Fitting, care and patient instruction of contact lens will be mastered.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: OMT 146	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> 1. Use an understanding of advance optical principles to assist low vision patients in a clinical setting. 2. Apply an understanding of visual perception when assessing patients with visual problems. 3. Use an understanding of contact lens principles to educate patients in a clinical setting in the care and use of contact lens.
Course activities and design: (from CCOG)	<p>The material in this course will be presented in lecture and lab format. Other methods may be employed such as discussion, recitation, research papers and small group work. Guest speakers and field trips may be utilized by the instructor as a means of assisting the student in mastering competency.</p>
Outcomes assessment strategies: (from CCOG)	<p>Student progress is evaluated by projects, reports, quizzes, lab modules, midterm test and a final examination based on specific course objectives. Student's grades will be determined by demonstrated course competency.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p><u>COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:</u></p> <ul style="list-style-type: none"> • Low Vision • Visual Perception of Size and Distance • Visual Perception of Movement • Visual Perception of Color • How lens design effects visual perception • Vertex Distance • Illumination – watts, foot candle, photometers • Optics of contact lens – tear film, vertex, power, LARS, SAM/FAP • Introduce principles of retinoscopy and refraction <p>Competencies and Skills</p> <ol style="list-style-type: none"> 1. Explain the difference between “learned” versus “innate” visual perception. 2. Explain how the brain organizes and adapts to stimulus. 3. Identify brain functions that take place as stimuli is received. 4. Explain the organization principles that interpretation of visual stimulus are based upon, including figure ground, closure, proximity, similarity, perceptual sets, constancy. 5. Explain how the brain can be “fooled” by visual illusions. 6. Explain some of the problems cause by putting corrective lenses in front of the eyes including aniseikonia and diplopia. 7. Explain how magnification is related to dioptric power and in what way magnification increases relative size. 8. Describe different types of hand held and stand magnifiers and how they can be used to help some low vision patients <ol style="list-style-type: none"> a. Importance of increased lighting for those with low vision

- b. Different types of spectacle aids for low vision.
- c. Advantages and disadvantages of projection magnifiers for low vision patients.

Refraction

1. Define basic terms used in the geometry of refraction including: parallel, intersection, perpendicular, normal, diverging/converging, angle of incidence, angle of refraction.
2. Relate index of refraction to refractive power of ophthalmic lens material.
3. Define and describe usefulness of Snell's Law.
4. Graph and compare angles of incidence vs. angle of refraction using various index materials.

Refraction Through Simple Plus and Minus Lenses

1. Describe, define and/or (if appropriate) locate the following terms:
 - a. Focal lengths
 - b. Vertex point
 - c. Optical center
 - d. Axis line
 - e. Object/image distance
 - f. Image characteristics
 - g. Virtual/real
 - h. Magnified/same minified
2. Describe nature and characteristics of images formed by negative lenses when object is at any distance from the lens.
3. Describe nature and characteristics of images formed by positive lenses when object is at: infinity, $\frac{1}{2}$, 1,2,3 times the focal length of the lens.

Lensmaker's Equation

1. Describe usefulness of Lensmaker's Equation
2. Describe accuracy of using Lensmaker's Equation for high plus lenses.
3. Describe/define component parts of Lensmaker's formula: R1, R2, n, F.

Defects of Imaging Through Lenses

1. Define spherical and chromatic aberration.
2. Define astigmatism of oblique incidence.
3. Define distortion.

Vertex Power Changes and Compensation for Positional Changes

1. Define vertex distance.
2. State at what powers or conditions, positional compensation for Rx must be considered.
3. State "usual" refraction distance.
4. Discuss "rule" about lenses losing plus power as vertex distance increases.
5. Use a chart to find effective power or new Rx.
6. Use a formula to find effective power or new Rx.

	<p><u>Contact lenses</u></p> <ol style="list-style-type: none"> 1. Measurement of contact lenses. 2. Patient instruction for care and use of contact lens. 3. Patient counsel. 4. Fitting of both soft and RGP contact lens.
--	--

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.	Incorporates content from deactivated course OMT 283 and adds new content required by major revision of national certification examination.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):	Ophthalmic Medical Technology	# credit: 91
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course	

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

Section #3 Additional Information for new CTE courses		
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)	
Transferability: Will this course transfer to another academic institution? Identify	No	
Impact on other Programs and Departments		
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses		

existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2011
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
Joanne Harris	jmharris@pcc.edu	11/03/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/03/10

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	OMT	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	
Current prefix and number	OMT 102	Proposed prefix and number	
Current course title	Pharmacology/Eye Disease I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Major ocular diseases and related structures integrated with symptomology and treatment. Introduction of ophthalmic drugs.			
Reason for change			

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

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

Current learning outcomes	New learning outcomes
None	Use an understanding of ocular disease to assist with patient education. Work within professional parameters to assist with diagnosis and treatment of ocular disease. Build a foundational understanding of ocular pharmacology as it relates to disease.

Reason for change	Need to complete course outcomes.
-------------------	-----------------------------------

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: OMT 163	<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
------------------	---------------------------------------	--------------------------------------	----------------------------------

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

Please provide details, who was contacted and the resolution.

No	
----	--

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

Please provide details, who was contacted and the resolution.

No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	10/26/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	10/26/10

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	Jmharris2pcc.edu
Current prefix and number	OMT 103	Proposed prefix and number	N/A
Current course title	Pharmacology/Eye Disease II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Continuation of OMT 102. Details major classifications of ophthalmic drugs, mechanism of action, side effects, first aid techniques for acute ophthalmic drug reactions. Explores the relationship of ocular pathology and medications used to treat.		N/A	
Reason for change			

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

Current learning outcomes	New learning outcomes
N/A	Use knowledge of ocular pharmacology to effectively educate patients and gain patient compliance in the clinic setting. Recognize adverse reactions to ocular drugs and apply the appropriate response. Safely administer ophthalmic pharmaceuticals under physician supervision.
Reason for change	No outcomes currently developed.

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: OMT 102	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

Please provide details, who was contacted and the resolution.	
No	

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

this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	10/26/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	10/26/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 104	Proposed prefix and number	
Current course title	Ophthalmic Office Procedures	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
None		<ol style="list-style-type: none"> 1. Effectively take a complete patient history. 2. Maintain clean, safe ophthalmic equipment in the workplace. 3. Skillfully communicate with patients to ensure proper triage. 	
Reason for change	Outcomes never developed.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	8/30/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	OMT	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 106	Proposed prefix and number	
Current course title	Introduction to Clinical Skills	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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 basic test principles and techniques including tangent screen visual fields, non-contact tonometry, tear function, color plates, slit lamp function, extra-ocular muscle function and anterior chamber depth. Assisting the physically or visually disabled patient and dealing with children during the eye examination is addressed.	Covers basic test principles and techniques including tangent screen and automated visual fields, tonometry, tear function, color plates, slit lamp function, keratometry, anterior chamber depth and retinoscopy/refractometry theory.

Reason for change	Moving some content to an earlier course offering.
-------------------	--

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
None	<ol style="list-style-type: none"> 1. Effectively perform automated visual field testing in the clinical setting. 2. Skillfully assess and evaluate the visually compromised patient in the clinical setting. 3. Apply the vision screening process to patient intake under the supervision of a qualified ophthalmic technician.

Reason for change	Outcomes never developed.
-------------------	---------------------------

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 checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: Math 65, WR 121, MP 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/2/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/2/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 145	Proposed prefix and number	
Current course title	Clinical Optics 1	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
N/A		<ol style="list-style-type: none"> 1. Use an understanding of the principles of optics to perform basic lensometry. 2. Apply knowledge of optics to the selection of corrective lenses. 3. Interpret written prescriptions for ophthalmic lenses for visual correction. 	
Reason for change	Learning outcomes had never been developed.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	10/26/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	10/26/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 146	Proposed prefix and number	
Current course title	Clinical Optics 2	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Continuation of OMT 145 Clinical Optics 1. Introduces principles of retinoscopy, refractometry, basic lensometry, basic keratometry, and prisms as they relate to ocular motility. Prerequisites: OMT 145.		Continuation of OMT 145 Clinical Optics 1. Introduces principles of retinoscopy, basic lensometry, and prisms as they relate to ocular motility. Prerequisite: OMT 145.	
Reason for change	Moving some content to a newly created continuation of this series (Clinical Optics 3).		

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
None	<ol style="list-style-type: none"> 1. Use knowledge of optic principles to skillfully perform retinoscopy and lensometry. 2. Apply the decision process of optics to work in an optical setting. 3. Use detection principles of prisms to skillfully measure a patient’s pupillary distance.

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

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: OMT 145	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------	--	--------------------------------------	----------------------------------

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: OMT 145	<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
------------------	---------------------------------------	--------------------------------------	----------------------------------

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

Please provide details, who was contacted and the resolution.

Yes	
No	

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	10/26/2010
SAC Administrative Liaison	Email	Date
Larry Clausen	Lclausen@pcc.edu	10/26/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 206	Proposed prefix and number	N/A
Current course title	Diagnostic Procedures I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces fundamentals of diagnostic testing and techniques including: applanation and Schiottz tonometry and biomicroscopy. Presents principles and techniques of refractometry and retinoscopy with emphasis on skill development utilizing the schematic eye.	Fundamentals of diagnostic testing and techniques including: applanation tonometry, slit lamp biomicroscopy, Goldmann and automated perimetry, ocular motility and advanced keratometry. Emphasis on building clinical skills.

Reason for change	Shift of course content, incorporation of review from first year classes.
-------------------	---

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
None	<ol style="list-style-type: none"> 1. Skillfully complete patient workup in a clinical setting. 2. Accurately perform and document the biomicroscopy and visual field examination, retinoscopy and refractometry in the clinical setting. 3. Efficiently and accurately perform applanation tonometry under supervision in a clinical setting.

Reason for change	No outcomes established.
-------------------	--------------------------

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

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

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

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

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

Please provide details, who was contacted and the resolution.

- Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term) Fall 2011

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/02/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/02/10

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
Phone		Email	971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 207	Proposed prefix and number	N/A
Current course title	Diagnostic Procedures II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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</p>			
	Current Description	Proposed Description	
	Presents principles and techniques of various methods of visual field examination. The visual pathway, common causes of visual loss, and related anatomy will be covered with emphasis on Goldmann perimetry. Also covers principles and techniques of exophthalmometry, color vision and tear function tests. Emphasis placed on skill development.	Present principles of advanced visual field examination with emphasis on Goldmann Perimetry. Also covers principles and techniques of exophthalmometry, color and tear function tests, ocular motility and echography. Emphasis is placed on skill development.	

Reason for change	Major curriculum revision requires shifting of course content.
-------------------	--

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

Current learning outcomes	New learning outcomes
None 1.	<p>Accurately perform advanced manual perimetry in the clinical setting.</p> <p>2. Perform basic evaluation of contact lens fit, patient education regarding insertion, removal, care and handling of contact lens in the clinic setting.</p> <p>3. Accurately measure axial length of the eye and calculate intraocular lens power in preparation for surgery.</p> <p>4. Perform a variety of ancillary diagnostic tests in the clinic setting including color vision and tear function tests.</p>

Reason for change	Outcomes not previously developed.
-------------------	------------------------------------

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
--	------------------------------

	<input checked="" type="checkbox"/> no
<p>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.</p>	

<p>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</p>	
<p>Please provide details, who was contacted and the resolution.</p>	
<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 2011
<p>Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum</p>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/03/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/03/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 208	Proposed prefix and number	
Current course title	Ocular Motility/Binocular Vision	Proposed title (60 characters max)	Ocular Motility
Reason for title change	Current title is redundant	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces ocular motility and binocular vision. Emphasis is placed on understanding the presentation, characteristics and natural history of the strabismus patient. Amblyopia and binocular vision are also addressed.	Explores ocular motility, associated testing and measurements required for evaluation. Emphasis placed on understanding the presentation, characteristics and history of the strabismus patient. Amblyopia treatment and therapies discussed.

Reason for change	Clarifies content and removes redundancy of current description.
-------------------	--

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

Current learning outcomes	New learning outcomes
None	<ol style="list-style-type: none"> 1. Effectively evaluate patients for the presence of phorias and tropias. 2. Measure ocular deviations with prisms in the clinic setting. 3. Properly identify pathological conditions that manifest with ocular deviations in the clinic setting. 4. Accurately screen patients for ocular muscle imbalances in the clinic setting.

Reason for change	No previous outcomes developed.
-------------------	---------------------------------

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

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

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

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

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

Please provide details, who was contacted and the resolution.

- Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term) Fall 2011

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/03/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/03/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 209	Proposed prefix and number	N/A
Current course title	Surgical Assisting Procedures	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Addresses the technician's role in minor office surgery and assisting in the operating room. Topics include proper aseptic technique, scrubbing, gowning and gloving, sterilization of instruments, the importance of surgical conscience/legal responsibilities, proper disposition of supplies/medications and security procedures of medications as regulated by law.	Addresses the technician's role in assisting in minor office surgeries, hospital-based OR or ASC surgery and laser procedures. Topics include aseptic technique, scrubbing, gowning and gloving, sterilization of instruments, proper disposition of supplies/medications and regulations pertaining to surgical centers. Intraocular injections and refractive surgery will be covered.

Reason for change	Expanded requirement for surgical assisting in national certification examination.
-------------------	--

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
None	<ol style="list-style-type: none"> 1. Use universal precautions to safely assist the ophthalmic surgeon during surgery. 2. Accurately and efficiently set up a minor surgical suite. 3. Identify ophthalmic instruments and apply proper care and sterilization. 4. Use and understanding of necessary safety precautions required for laser procedures.

Reason for change	Outcomes not previously developed.
-------------------	------------------------------------

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/03/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/03/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 210	Proposed prefix and number	N/A
Current course title	Therapeutic Assisting Procedures	Proposed title (60 characters max)	Advanced Diagnostics
Reason for title change	More accurately reflects content	Proposed transcript title (30 characters max)	Advanced Diagnostics

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
Focuses on the technician's role in assisting in the management of preoperative and post operative patients. More advanced ophthalmic procedures included such as ultrasound, potential acuity meter, direct ophthalmoscopy and contrast sensitivity. Specimen collection for the laboratory is addressed.	Focuses on more advanced diagnostic procedures including electrophysiology tests, direct ophthalmoscopy, advanced color testing, advanced motility , tonometry and retinoscopy. Microbiology, including specimen collection, is addressed. Overall review in preparation for national certification examination.

Reason for change	Content expanded in response to national examination changes.
-------------------	---

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
None	<ol style="list-style-type: none"> 1. Apply advanced diagnostic procedures knowledge in the clinical setting. 2. Accurately perform and document electrophysiology tests in the clinic setting. 3. Prepare and demonstrate knowledge needed to successfully complete national certification examination.

Reason for change	Incorporation of national certification test into the curriculum of the OMT program. Shift of some content to earlier course offerings to add review in preparation for national examination.
-------------------	--

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/03/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/03/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 121	Proposed prefix and number	N/A
Current course title	Seminar I	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class. Complete clinical research papers.	Discussion of practicum experiences, review concepts of medical ethics, patient confidentiality, professionalism and communication skills. Includes blood borne pathogen training.
Reason for change	Update of content.

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

Current learning outcomes	New learning outcomes
None	<ol style="list-style-type: none"> 1. Expand knowledge of issues pertinent to the ophthalmology setting including background of healthcare issues. 2. Use an understanding of principles of bloodborne pathogens and their impact in the workplace. 3. Work within ethical and professional parameters of ophthalmic medical practice.
Reason for change	No outcomes developed.

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

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

yes

no

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

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

Please provide details, who was contacted and the resolution.

<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 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/9/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/9/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 232	Proposed prefix and number	N/A
Current course title	Seminar II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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	
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class.		Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included.	
Reason for change	Clarity.		

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
None	<ol style="list-style-type: none"> 1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.

Reason for change	No outcomes developed.
-------------------	------------------------

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

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

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/09/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/09/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 233	Proposed prefix and number	N/A
Current course title	Seminar III	Proposed title (60 characters max)	N/A
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description		Proposed Description	
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class.		Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included.	
Reason for change	Clarity.		

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
None	<ol style="list-style-type: none"> 1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.

Reason for change	No outcomes developed.
-------------------	------------------------

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

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

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/09/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/09/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne Harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 234	Proposed prefix and number	N/A
Current course title	Seminar IV	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Discusses challenges confronting practitioners and the presentation of new material in the field. May include field trips and guest speakers on topics of interest. Discussion of clinical practicum experiences and a general review for national certification examinations included.	Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included.

Reason for change	Clarity and accuracy.
-------------------	-----------------------

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
None	<ol style="list-style-type: none"> 1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.

Reason for change	No outcomes developed.
-------------------	------------------------

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/09/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/09/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department		Submitter name Phone Email	
Current prefix and number	MT 90	Proposed prefix and number	MT 109
Current course title	Basic Electronics	Proposed title (60 characters max)	Intro to Electronics and Instrumentation
Reason for title change		Proposed transcript title (30 characters max)	Intro to Elec. and Instr.

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
Includes Ohm's Law, Kirchhoff's Voltage and Current Law in series and parallel circuits. Labs include basic measurement and troubleshooting techniques, use of electronic test equipment and proper documentation procedures.	Covers techniques of analysis and troubleshooting of basic electronic circuits that may include sensors and actuators. Labs include measurement and testing techniques, and documentation procedures.

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

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Master the basic algebraic and arithmetic manipulations necessary in the analysis of electric circuit. Construct, analyze and troubleshoot simple DC circuits. Operate electronic test equipment: multimeter, power supply, function generator, and oscilloscope. Use electronic circuit simulation software like PSpice Communicate technical information in written and oral form Practice safe operating procedures. 	<ul style="list-style-type: none"> Use properly and safely electronic test equipment in an industrial manufacturing environment. Analyze basic DC and AC circuits that may include actuators sensors, using arithmetic, algebraic and logic manipulation. Build and troubleshoot basic electric circuits, recognizing the characteristics of a “short” and “opened circuit”. Communicate adequately technical information in written and oral form.

Reason for change	Recommendation of the D&C committee: relevance of the college level course content (MT 90) in the course number (MT 109).
-------------------	---

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: MTH 60 and WR 115 .			
prefix & number: MT 60	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 115	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: MTH 60 and WR 115 or higher			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Please provide details, who was contacted and the resolution.

- Yes
 No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Shelton Fu	sfu@pcc.edu	11/04/2010
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	11/04/2010

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	503-977-4039
		Email	
Current prefix and number	BI 101	Proposed prefix and number	same
Current course title	Biology	Proposed title (60 characters max)	same
Reason for title change	updated course description	Proposed transcript title (30 characters max)	same

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

Current Description	Proposed Description
A laboratory science course designed for non-biology majors. Introduction to the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Introduces to the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. A laboratory science course designed for non-biology majors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Updated to match language desired for course descriptions.
-------------------	--

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

Current learning outcomes	New learning outcomes

Reason for change

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu	5/26/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	977-4039
		Email	amcnerth@pcc.edu
Current prefix and number	Biology 101H	Proposed prefix and number	Same
Current course title	Honors Biology	Proposed title (60 characters max)	same
Reason for title change	Updated course description (minor change to make it broader)	Proposed transcript title (30 characters max)	BI 101H

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

Current Description	Proposed Description
An honors laboratory science course designed for non-biology majors. Introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. Course explores the application of biological principles to other disciplines, including architecture, economics, social sciences, history, and engineering. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement	An honors laboratory science course designed for non-biology majors. Introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. Course explores the application of biological principles to other disciplines. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores AND 3.25 GPA.

scores AND 3.25 GPA.	
Reason for change	Minor change to reflect how the course explore application of biology to other topics, but not specific topics (as it was stated originally).

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

Current learning outcomes	New learning outcomes

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

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu 5/28/2010	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 5/28/2010	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	977-4039
		Email	amcnerth@pcc.edu
Current prefix and number	BI 102	Proposed prefix and number	Same
Current course title	Biology	Proposed title (60 characters max)	Same
Reason for title change	Update language of description and outcomes	Proposed transcript title (30 characters max)	BI 102

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

Current Description	Proposed Description
A laboratory science course designed for non-biology majors. The second term of a three-term sequence. Presents protein synthesis, cell division, genetics, reproduction and development, and evolution. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 101 or BI 101B	Presents protein synthesis, cell division, genetics, reproduction and development, and evolution. This laboratory science course is designed for non-biology majors. The second term of a three-term sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 101.

Reason for change	Update language to match gen ed requirements
-------------------	--

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

Current learning outcomes	New learning outcomes
1. Apply scientific method to topics including genetics, evolution and reproduction 2. Gather information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience. 3. Apply concepts of genetics, evolution, and reproduction to novel problems and communicate their understanding to others. 4. Develop informed positions or opinions on contemporary issues in genetics, evolution, and reproduction. 5. Apply course concepts in genetics, evolution and reproduction to their lives (personal, work and career.)	1. Apply the scientific method to topics including genetics, evolution and reproduction. 2. Gather and organize information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience. 3. Apply concepts of genetics, evolution, and reproduction to novel problems, discern their meaning, and communicate their understanding to others. 4. Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction. 5. Apply course concepts in genetics, evolution and reproduction to their lives (personal and career) and to the world about them.

Reason for change	Updated to reflect general ed requirements.
-------------------	---

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

Yes
X No

Implementation term Next available term after approval
 Specify term

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	977-4039
		Email	amcnerth@pcc.edu
Current prefix and number	BI 103	Proposed prefix and number	Same
Current course title	General Biology	Proposed title (60 characters max)	Same
Reason for title change	Updated for general ed requirements	Proposed transcript title (30 characters max)	BI 103

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

Current Description	Proposed Description
A laboratory science course designed for non-biology majors. Presents the evolutionary relationship among the kingdoms. Includes a comparison of biological systems across kingdoms. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 101 and BI 102.	Presents the evolutionary relationships among the kingdoms. Includes a comparison of biological systems across kingdoms. A laboratory science course designed for non-biology majors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 101.

Reason for change	Updating to begin with an active verb, and we no longer require BI 102 as a prerequisite for this course.
-------------------	---

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

Current learning outcomes	New learning outcomes
1. Use classification and evolutionary relationships among taxa to identify strategies that organisms employ to sustain life. 2. Communicate an understanding of biodiversity and its value to us all. 3. Apply knowledge of form and function to explain how organisms live.	1. Use classification and evolutionary relationships among taxa to identify strategies that organisms employ to sustain life. 2. Communicate an understanding of biodiversity and conservation and its value to the student, to our society, and to the natural environment. 3. Gather and apply knowledge of form and function to qualitatively and quantitatively explain how organisms live. 4. Use laboratory experiences comparing species characteristics to organize an understanding of evolutionary relationships. 5. Appreciate aesthetic value of living organisms in the natural world. 6. Use scientific knowledge of body systems to critically evaluate experimental outcomes and apply them to human health and the environment.

Reason for change	Updating to reflect general ed requirements
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 101	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	----------------	--------------------------------------	----------------------------------

prefix & number: BI 102	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	----------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu 5/26/2010	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	
		Phone	
		Email	
Current prefix and number	BI 121	Proposed prefix and number	
Current course title	Introduction to Human Anatomy & Physiology I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Reason for change	

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

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Demonstrate an understanding of the fundamental concepts of human anatomy and physiology. 2. Effectively communicate an understanding of human anatomy and physiology through verbal, written, and multimedia means. 3. Develop an understanding of the process of the scientific method by using it to critically evaluate issues related to the body. 4. Obtain and evaluate scientific information from a variety of resources. 5. Demonstrate an understanding of relationships within and between organ systems. 6. Develop a continuing curiosity about the human body, and an ability to apply scientific tools to lifelong exploration and learning. 7. Understand health and disease from a biopsychosocial perspective. 8. Apply principles of human anatomy and physiology to evaluate clinical case studies. 	<ol style="list-style-type: none"> 1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the integumentary, skeletal, muscular and nervous systems to novel technical and/or clinical scenarios. 2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo-science”. 3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research. 4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship. 5. Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology. 6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health.

Reason for change	These changes better articulate the desired outcomes for the course. They also better fit the college outcomes.
-------------------	---

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sandy Neps	sandy.neps@pcc.edu	11/1/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/1/10

Portland Community College

Course Revision

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

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology	Submitter name	
		Phone	
		Email	
Current prefix and number	BI 122	Proposed prefix and number	
Current course title	Introduction to Human Anatomy & Physiology li	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for change			

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

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

Current learning outcomes	New learning outcomes
<p>A. Demonstrate an understanding of the fundamental concepts of human anatomy and physiology.</p> <p>B. Effectively communicate an understanding of human anatomy and physiology through verbal, written, and multimedia means.</p> <p>C. Develop an understanding of the process of the scientific method by using it to critically evaluate issues related to the body.</p> <p>D. Obtain and evaluate scientific information from a variety of resources.</p> <p>E. Demonstrate an understanding of relationships within and between organ systems.</p> <p>F. Develop a continuing curiosity about the human body, and an ability to apply scientific tools to lifelong exploration and learning.</p> <p>G. Understand health and disease from a biopsychosocial perspective.</p> <p>H. Apply principles of human anatomy and physiology to evaluate clinical case studies.</p>	<p>1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems to novel technical and/or clinical scenarios.</p> <p>2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo-science”.</p> <p>3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research.</p> <p>4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.</p> <p>5. Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology.</p> <p>6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health.</p>

Reason for change

These changes better articulate the desired outcomes for the course. They also better fit the college outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sandy Neps	sandy.neps@pcc.edu	11/1/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/1/10

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Marie Morin
		Phone	
		Email	marie.morin@pcc.edu
Current prefix and number	BI 145	Proposed prefix and number	
Current course title	Introduction to Wildlife Conservation and Management	Proposed title (60 characters max)	Introduction to Fish and Wildlife Conservation and Management
Reason for title change	More closely reflects course content	Proposed transcript title (30 characters max)	Intro to Fish and Wild. Cons. and Manag.

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
Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores.			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
Implementation x	<input type="checkbox"/>	Next available term after approval	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	April Ann Fong
		Phone	(971) 722-4422
		Email	afong@pcc.edu
Current prefix and number	Bi 202	Proposed prefix and number	
Current course title	Botany	Proposed title (60 characters max)	
Reason for title change	No change	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
A laboratory science course designed to have students develop knowledge about plant anatomy, physiology, how humans interact with plants, and particularly taxonomy with an evolutionary focus. Areas covered include mosses, ferns, conifers, and flowering plants. Recommended for students interested in agriculture, horticulture, ethnobotany, and general botany. Prerequisites: WR 115, RD 115 and	Covers plant anatomy and physiology, how humans interact with plants, and particularly taxonomy with an evolutionary focus. Areas covered include mosses, ferns, conifers, and flowering plants. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

MTH 20 or equivalent placement test scores.	
Reason for change	Because Sally Earll told me to make the course description more "in line" with current course descriptions.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Develop oral and written communication skills using appropriate vocabulary to explain plant ecosystems, plant interactions, and plant classification. Apply scientific principles in the identification, description, and study of plants. Increase understanding of the roles of plants in human society with historical and cultural contexts. Gain perspective of classification and evolutionary relationships among the plant phyla. 	<p>Biology 202 students will be able to:</p> <ul style="list-style-type: none"> *give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. *employ, individually and collaboratively, established taxonomical schemes used in identifying, classifying, describing, and studying plants. *apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. * collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship needs.

Reason for change	Gen Ed revision.
-------------------	------------------

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

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Micah Jordan
		Phone	971-277-5662
		Email	mjordan@pcc.edu
Current prefix and number	BI 211	Proposed prefix and number	
Current course title	Principles of Biology	Proposed title (60 characters max)	
Reason for title change	no change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
<p>First term of a three term sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. Recommended: High school biology and chemistry in the past seven years. Prerequisites: WR 115 and RD 115 or equivalent placement test scores, and MTH 60 or higher. Prerequisite/Concurrent: CH 100 or above; or instructor permission.</p>	<p>Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. The first course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Recommended: High school biology and chemistry within the past seven years. Prerequisites: WR 115 and RD 115 or equivalent placement test scores, and MTH 60 or higher. Prerequisite/Concurrent: CH 100 or higher; or instructor permission.</p>

Reason for change	no change
-------------------	-----------

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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>Biology 211 students will be able to:</p> <ul style="list-style-type: none"> o discover and investigate major themes in biology; o analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science; o use the scientific method including experimental design, data collection, and presentations of results and conclusions gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists; o apply biological principles and generalizations to novel problems; o practice application of biological information in their lives (personal, work, and career); o develop informed positions or opinions on contemporary issues; o practice communication skills; o and competently enter and complete further work in the sciences including upper-level courses. 	<p>Biology 211 students will be able to:</p> <ul style="list-style-type: none"> • apply biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career); • use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science. • Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment. • develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications; • communicate concepts in biochemistry and cell biology using appropriate terminology in both written and verbal forms. • competently enter and complete further work in the sciences, including Biology 212 and upper-level courses in biochemistry and cell biology.

Reason for change	Gen Ed revision
-------------------	-----------------

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 checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: .			
prefix & number: MTH 60	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CH 100	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	
		Phone	
		Email	
Current prefix and number	BI 212	Proposed prefix and number	
Current course title	Principles of Biology	Proposed title (60 characters max)	
Reason for title change	no change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
<p>Second part of a three-quarter sequence designed for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Topics include: inheritance, the genetic code, modern and classical genetics, evolution, diversity, and systematics. This course may include some dissection of plants and animals. Prerequisite: BI 211 and its prerequisite requirements.</p>	<p>Includes inheritance, the genetic code, modern and classical genetics, evolution, diversity, and systematics. May include some dissection of plants and animals. The second course in a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Prerequisite: BI 211</p>

Reason for change	no change
-------------------	-----------

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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>Biology 212 students will be able to:</p> <ul style="list-style-type: none"> o discover and investigate major themes in biology; o analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science; o use the scientific method including experimental design, data collection, and presentations of results and conclusions gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists; o apply biological principles and generalizations to novel problems; o practice application of biological information in their lives (personal, work, and career); o develop informed positions or opinions on contemporary issues; o practice communication skills; o and competently enter and complete further work in the sciences including upper-level courses. 	<p>Biology 212 students will be able to:</p> <ul style="list-style-type: none"> • apply biological theories and concepts to novel problems in genetics, evolution, and systematics; • assess the strengths and weaknesses of scientific studies in genetics, evolution, and systematics and critically examine the influence of scientific and technical knowledge of genetics, evolution, and systematics on human society and the environment. • apply concepts from genetics, evolution, and systematics to their lives and community (personal, work, and career); • develop informed positions and opinions on contemporary issues in genetics, evolution, and systematics, while considering ethical, scientific, community, and cultural implications; • communicate concepts in genetics, evolution, and systematics using appropriate terminology in both written and verbal forms. • competently enter and complete further work in the sciences, including Biology 213 and upper-level courses in genetics, evolution, and systematics.

Reason for change	Gen Ed revision
-------------------	-----------------

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

Current prerequisites, corequisites and concurrent

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into:			
prefix & number: BI 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	
		Phone	
		Email	
Current prefix and number	BI 213	Proposed prefix and number	
Current course title	Principles of Biology	Proposed title (60 characters max)	
Reason for title change	no change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Third term of a three term sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Includes plant and animal anatomy and physiology, and individual, population, community and ecosystem ecology. Prerequisite: BI 212 and its prerequisite requirements.	Includes plant and animal anatomy and physiology, and individual, population, community and ecosystem ecology. The third course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Prerequisite: BI 212

Reason for change	no change
-------------------	-----------

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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>Biology 213 students will be able to:</p> <ul style="list-style-type: none"> o discover and investigate major themes in biology; o analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science; o use the scientific method including experimental design, data collection, and presentations of results and conclusions gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists; o apply biological principles and generalizations to novel problems; o practice application of biological information in their lives (personal, work, and career); o develop informed positions or opinions on contemporary issues; o practice communication skills; o and competently enter and complete further work in the sciences including upper-level courses. 	<p>Biology 213 students will be able to:</p> <ul style="list-style-type: none"> • apply biological theories and concepts to novel problems in plant/animal anatomy and physiology and ecology; • assess the strengths and weaknesses of scientific studies in plant/animal anatomy and physiology and ecology and critically examine the influence of scientific and technical knowledge of plant/animal anatomy and physiology and ecology on human society and the environment. • apply concepts from plant/animal anatomy and physiology and ecology to their lives and community (personal, work, and career); • develop informed positions and opinions on contemporary issues in plant/animal anatomy and physiology and ecology, while considering ethical, scientific, community, and cultural implications; • communicate concepts in plant/animal anatomy and physiology and ecology using appropriate terminology in both written and verbal forms. • competently enter and complete further work in the sciences upper-level courses in plant/animal anatomy and physiology and ecology.

Reason for change	Gen Ed revision
-------------------	-----------------

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

Current prerequisites, corequisites and concurrent

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into:			
prefix & number: BI 212	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	977-4039
		Email	amcnerth@pcc.edu
Current prefix and number	BI 222	Proposed prefix and number	Same
Current course title	General Biology	Proposed title (60 characters max)	Same
Reason for title change	Updated for general ed requirements	Proposed transcript title (30 characters max)	BI 222

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

Current Description	Proposed Description
Reason for change	

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

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

Current learning outcomes	New learning outcomes
<p>A. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans.</p> <p>B. Create a product(s) that demonstrates understanding, integration and synthesis of the fundamentals of genetics as applied to humans.</p> <p>C. Incorporate the fundamental constructs of human heredity into new and novel situations.</p> <p>D. Apply to real life situations and one's life the principles of human heredity.</p> <p>E. Access historical and current knowledge regarding human heredity.</p> <p>F. Demonstrate electronically, verbally, or in writing the fundamentals of human heredity.</p> <p>G. Demonstrate knowledge of the scientific method as it has been used and as it is used to generate new knowledge of human genetics.</p>	<p>A. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans.</p> <p>B. Create a product(s) that demonstrates understanding, integration and synthesis of the fundamentals of genetics as applied to humans.</p> <p>C. Employ the fundamental constructs of human heredity to solve problems.</p> <p>D. Apply to real life situations and one's life the principles of human heredity.</p> <p>E. Assess historical knowledge regarding human heredity, and understand how such knowledge influenced law, medicine and society.</p> <p>F. Demonstrate understanding of the ethical and social consequences of advancements in our scientific knowledge of human genetics.</p> <p>G. Demonstrate knowledge of the scientific method as it is used to generate new knowledge of human genetics.</p>

Reason for change	Updating to reflect general ed requirements
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <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 X <input checked="" type="checkbox"/> No	
Implementation term	X <input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sandy Neps	sandy.neps@pcc.edu	10/26/2010
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	10/26/2010

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	BI 231	Proposed prefix and number	Same
Current course title	Human Anatomy and Physiology I	Proposed title (60 characters max)	Same
Reason for title change	Update language of description and outcomes	Proposed transcript title (30 characters max)	BI 231

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

Current Description	Proposed Description
First term of three-term sequence covering: chemistry, cells, tissues; the skin, skeletal and muscular systems and nervous tissue. Lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 112 or (BI 211 and BI 212)	Introduces chemistry, cell, tissues, the integument, skeletal, muscular and nervous systems. It is the first of a 3 term sequence. The class includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Pre-requisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 112 or BI211 and 212.

Reason for change	Update language to match gen ed requirements
-------------------	--

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Function competently in subsequent clinical and academic programs in the allied health sciences. 2. Work collaboratively within a team of other health care professionals 3. Effectively communicate case studies in anatomy and physiology through verbal, written and multimedia means. 4. Apply concepts and knowledge of general terminology, cell structure and function and gross anatomy, physiology, histology and terminology related to the integumentary, muscular and skeletal systems, and nervous histology toward successful clinical problem-solving. 5. Read, understand, and critically evaluate medical journals, health articles, and other forms of information related to anatomy and physiology. 6. Use experience gained in the collection of clinical and physiological parameters to interpret patient data. 7. Use an understanding of how the various organ systems are interrelated to promote a holistic approach towards the evaluation and treatment of patients. 	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the integument, muscular, skeletal and nervous systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the vocabulary.

Reason for change	Updated to reflect general ed requirements.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 112 or BI 211 and 212	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
---	--	--------------------------------------	----------------------------------

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 112 or BI 211 and 212	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
---	--	--------------------------------------	----------------------------------

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
-----------	-------	------

Sandy Neps	Sandy.neps@pcc.edu	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	BI 232	Proposed prefix and number	Same
Current course title	Human Anatomy and Physiology II	Proposed title (60 characters max)	Same
Reason for title change	Update language of description and outcomes	Proposed transcript title (30 characters max)	BI 232

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

Current Description	Proposed Description
Second term of a three-term sequence. Courses may not be taken out of sequence. Covers nervous, endocrine, cardiovascular and immune systems. Lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 231 with a "C" or better and its prerequisite requirements	Introduces the nervous, endocrine, cardiovascular and immune systems. It is the second of a 3 term sequence. This class includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 231 with a "C" or better.

Reason for change	Update language to match gen ed requirements
-------------------	--

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Function competently in subsequent clinical and academic programs in the allied health sciences. 2. Work collaboratively within a team of other health care professionals 3. Effectively communicate case studies in anatomy and physiology through verbal, written and multimedia means. 4. Apply concepts and knowledge of Gross anatomy, physiology, histology and terminology related to the nervous, endocrine, sensory, cardiovascular systems, nonspecific disease resistance and acquired immunity toward successful clinical problem-solving. 5. Read, understand, and critically evaluate medical journals, health articles, and other forms of information related to anatomy and physiology. 6. Use experience gained in the collection of clinical and physiological parameters to interpret patient data. 7. Use an understanding of how the various organ systems are interrelated to promote a holistic approach towards the evaluation and treatment of patients. 	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the nervous, endocrine, cardiovascular and immune systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the vocabulary.

Reason for change	Updated to reflect general ed requirements.
-------------------	---

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

Current prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 231	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	--	--------------------------------------	----------------------------------

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

Proposed prerequisites, corequisites and concurrent

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

Placement into: .

prefix & number: BI 231	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	--	--------------------------------------	----------------------------------

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

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

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

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

Please provide details, who was contacted and the resolution.

Yes
 No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
-----------	-------	------

Sandy Neps	Sandy.neps@pcc.edu	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	BI 233	Proposed prefix and number	Same
Current course title	Human Anatomy and Physiology III	Proposed title (60 characters max)	Same
Reason for title change	Update language of description and outcomes	Proposed transcript title (30 characters max)	BI 233

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

Current Description	Proposed Description
Third term of a three-term sequence. Courses may not be taken out of sequence. Covers digestive, respiratory, urinary and reproductive systems; metabolism fluid and electrolyte balance; embryology and genetics. Lecture discussions will be complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 232 with a "C" or better and	Introduces the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances; embryology and genetics. It is the third of a 3 term sequence. This class includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 232 with a "C" or better.

its prerequisite requirements	
Reason for change	Update language to match gen ed requirements

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Function competently in subsequent clinical and academic programs in the allied health sciences. 2. Work collaboratively within a team of other health care professionals. 3. Effectively communicate case studies in anatomy and physiology through verbal, written and multimedia means. 4. Apply concepts and knowledge of gross anatomy, physiology, histology and terminology related to the respiratory, digestive, urinary and reproductive systems, fluid electrolyte and acid/base balance toward successful clinical problem-solving. 5. Critically evaluate medical journals, health articles, and other forms of information related to anatomy and physiology. 6. Use experience gained in the collection of clinical and physiological parameters to interpret patient data. 7. Use an understanding of how the various organ systems are interrelated to promote a holistic approach towards the evaluation and treatment of patients. 	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances; embryology and genetics toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the

		vocabulary.		
Reason for change	Updated to reflect general ed requirements.			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>				
Current prerequisites, corequisites and concurrent				
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number: BI 231	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	
Proposed prerequisites, corequisites and concurrent				
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number: BI 231	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 related instruction templates .		<input type="checkbox"/> yes x no		
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?				
Please provide details, who was contacted and the resolution.				
<input type="checkbox"/> Yes X No				
Implementation term	X Next available term after approval <input type="checkbox"/> Specify term			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sandy Neps	Sandy.neps@pcc.edu	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Alexie McNerthney	amcnerth@pcc.edu

SAC Chair	Name E-mail	Address
	Nancy Briggs	nbriggs@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 101	Course Title:	Biology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. A laboratory science course designed for non-majors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.		
Course Outcomes:	<ul style="list-style-type: none"> - Differentiate between and appropriately use inductive and deductive reasoning in decision making - Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists - Apply biological principles and generalizations to novel problems - Practice the application of biological information in life (personal and professional) - Develop informed positions or opinions on contemporary issues and communicated effectively using appropriate biological vocabulary 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global	

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> - Practice the application of biological information in life (personal and professional) - Develop informed positions or opinions on contemporary issues and communicated effectively using appropriate biological vocabulary
D. Ability to reason qualitatively and quantitatively.	<ul style="list-style-type: none"> - Differentiate between and appropriately use inductive and deductive reasoning in decision making - Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> - Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists - Apply biological principles and generalizations to novel problems
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	<ul style="list-style-type: none"> - Practice the application of biological information in life (personal and professional) - Develop informed positions or opinions on contemporary issues and communicated effectively using appropriate biological vocabulary

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”？**

- Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists
 Criteria 1. Course content includes learning about scientific theories and models, along with fundamental scientific concepts.
 Students experience the scope and limitations of science via laboratory activities and by discussing current issues and practices in science.
 - Apply biological principles and generalizations to novel problems
 Criteria 2. Laboratory activities are designed to engage students in problem-solving and investigation through the application of scientific methods. Lab activities are also designed to allow students to apply scientific knowledge to novel problems.

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or

- Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists
 - Apply biological principles and generalizations to novel problems
 Criteria 3. Content includes discovery of the relationship between the living

<p>alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**</p>	<p>world and other subjects. Ethical application of science to human society is explored in class discussions. Term papers are written that explore the connectedness of biology to health, resource use, and economics.</p> <p>- Develop informed positions or opinions on contemporary issues and communicate effectively using appropriate biological vocabulary</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>- Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists Criteria 4a. Students engage in collaborative activities in the laboratory. These are designed to allow students to practice scientific reasoning and apply mathematics to their investigations (ex. Population modeling). Activities are also designed to provide the opportunity for the exhilaration of discovery, in projects investigating topics like photosynthesis, cellular respiration, food chains, and chemical reactions.</p> <p>- Develop informed positions or opinions on contemporary issues and communicate effectively using appropriate biological vocabulary</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Alexie McNerthney	amcnerth@pcc.edu

SAC Chair	Name E-mail	Address
	Nancy Briggs	nbriggs@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 102	Course Title:	Biology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Presents protein synthesis, cell division, genetics, reproduction and development, and evolution. This laboratory science course is designed for non-biology majors. The second term of a three-term sequence. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores, and BI 101.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply the scientific method to topics including genetics, evolution and reproduction. 2. Gather and organize information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience. 3. Apply concepts of genetics, evolution, and reproduction to novel problems, discern their meaning, and communicate their understanding to others. 4. Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction. 5. Apply course concepts in genetics, evolution and reproduction to their lives (personal, work and career) and to the world around them. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
---	--

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> - Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction. - Apply course concepts in genetics, evolution and reproduction to their lives (personal, work and career) and to the world around them.
D. Ability to reason qualitatively and quantitatively.	<ul style="list-style-type: none"> _ Gather and organize information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience. - Apply concepts of genetics, evolution, and reproduction to novel problems, discern their meaning, and communicate their understanding to others. - Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction.
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> - Gather and organize information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience. - Apply concepts of genetics, evolution, and reproduction to novel problems, discern their meaning, and communicate their understanding to others.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”？**

- Gather and organize information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience.
 - Apply concepts of genetics, evolution, and reproduction to novel problems, discern their meaning, and communicate their understanding to others.
 Criteria 2+3: Students are engaged in problem-solving via lab activities that present models of DNA, protein synthesis, and DNA analysis. Ethical application of science is addressed in term papers on biotechnology and in lab projects where students participate in an “ethics panel” to address cell technology, reproductive technologies and genomics.

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in

- Apply the scientific method to topics including genetics, evolution and reproduction.
 - Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction.
 Criteria 1: Students analyze the development, scope and limitations of science by learning about the process of discovery of cloning, genetic engineering, and the formulation of the theory of evolution. They also learn about the limitations of these technologies/theories.

an ethical manner"?**	
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	<p>- Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction.</p> <p>Criteria 4a: Both heredity and population genetics problems are solved collaboratively, using mathematics. Population genetics (Hardy-Weinberg) models are used to answer microevolution questions.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Alexie McNerthney	amcnerth@pcc.edu

SAC Chair	Name E-mail	Address
	Nancy Briggs	nbriggs@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Biology 103	Course Title:	Biology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Presents the evolutionary relationships among the kingdoms. Includes a comparison of biological systems across kingdoms. A laboratory science course designed for non-biology majors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 101.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Use classification and evolutionary relationships among taxa to identify strategies that organisms employ to sustain life. 2. Communicate an understanding of biodiversity and conservation and its value to the student, to our society, and to the natural environment. 3. Gather and apply knowledge of form and function to qualitatively and quantitatively explain how organisms live. 4. Use laboratory experiences comparing species characteristics to organize an understanding of evolutionary relationships. 5. Appreciate aesthetic value of living organisms in the natural world. 6. Use scientific knowledge of body systems to critically evaluate experimental outcomes and apply them to human health and the environment. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
---	--

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Communicate an understanding of biodiversity and conservation and its value to the student, to our society, and to the natural environment.
D. Ability to reason qualitatively and quantitatively.	Gather and apply knowledge of form and function to qualitatively and quantitatively explain how organisms live.
E. Ability to conceptually organize experience and discern its meaning.	Use laboratory experiences comparing species characteristics to organize an understanding of evolutionary relationships.
F. Aesthetic and artistic values.	Appreciate aesthetic value of living organisms in the natural world.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

2. Communicate an understanding of biodiversity and conservation and its value to the student, to our society, and to the natural environment.
 3. Gather and apply knowledge of form and function to qualitatively and quantitatively explain how organisms live.
- Criteria 2: study of taxonomic relationships and alternative models of these relationships are presented, with discussion of limitations of models.
Problem-solving is employed to explore alternative models of phylogeny

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

2. Communicate an understanding of biodiversity and conservation and its value to the student, to our society, and to the natural environment.
- Criteria 3: Ethical application of science in human society is explored with the introduction of topics in species conservation and the intrinsic value of biodiversity.

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	6. Use scientific knowledge of body systems to critically evaluate experimental outcomes and apply them to human health and the environment. Criteria 4a: Models of human body systems and systems of other organisms are presented, along with discussion of limitations of knowledge and current understanding of these systems.
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Lynn Larsen	llarsen@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 121	Course Title:	Introduction to Human Anatomy & Physiology I
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Surveys anatomical terminology, basic chemistry, cell structure and function, tissues, and the following systems: integumentary, skeletal, muscular, and nervous. Lecture discussions complemented by laboratories involving physiological exercises, dissections, microscopy, and multimedia.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the integumentary, skeletal, muscular and nervous systems to novel technical and/or clinical scenarios. 2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo-science”. 3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research. 4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship. 5. Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology. 6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health.
D. Ability to reason qualitatively and quantitatively.	Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology.
E. Ability to conceptually organize experience and discern its meaning.	Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and "pseudo-science".
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

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

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the integumentary, skeletal, muscular and nervous systems to novel technical and/or clinical scenarios.
2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo-science”.
3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research.
4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.
5. Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology.
6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health.

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

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>Content based exam questions require students to communicate their understanding of scientific and technical information.</p> <p>Research papers and poster projects require students to explore in depth specific topics in Human Anatomy & Physiology and communicate this information to their instructor and their class peers.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In-class group activities enable students to work collaboratively to solve problems and medical case studies. Medical case studies in particular often contain an ethical component.</p> <p>Research papers and poster projects enable students to individually critically evaluate published research and apply it to a novel problem.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Specific library research assignments require students to access and critically evaluate medical literature. Since the topics include health related issues students evaluate the literature as to the impacts on individuals and human society.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

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

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

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Lynn Larsen	llarsen@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 122	Course Title:	Introduction to Human Anatomy & Physiology II
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Surveys the endocrine, lymphatic, cardiovascular, digestive, respiratory, reproductive, urinary, and some coverage of human development, human genetics, and immunology. Lecture discussions are complemented by laboratories which include physiological exercises, dissections, microscopy, and multimedia		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems to novel technical and/or clinical scenarios. 2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo-science”. 3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research. 4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship. 5. Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology. 6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health.
D. Ability to reason qualitatively and quantitatively.	Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology.
E. Ability to conceptually organize experience and discern its meaning.	Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and "pseudo-science".
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Apply concepts and knowledge of the general terminology, cell structure and function, histology, gross anatomy, and physiology related to the integumentary, skeletal, muscular and nervous systems to novel technical and/or clinical scenarios.
2. Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo-science”.
3. Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research.
4. Evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.
5. Demonstrate the correct use of scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology.
6. Use an understanding of how these human organ systems are interrelated to apply a holistic approach to human health.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>Content based exam questions require students to communicate their understanding of scientific and technical information.</p> <p>Research papers and poster projects require students to explore in depth specific topics in Human Anatomy & Physiology and communicate this information to their instructor and their class peers.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In-class group activities enable students to work collaboratively to solve problems and medical case studies. Medical case studies in particular often contain an ethical component.</p> <p>Research papers and poster projects enable students to individually critically evaluate published research and apply it to a novel problem.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Specific library research assignments require students to access and critically evaluate medical literature. Since the topics include health related issues students evaluate the literature as to the impacts on individuals and human society.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 141	Course Title:	Habitats: Forests
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Examines structure and function of Oregon forest ecosystems. Covers distribution and interactions of plants, animals, microorganisms, climate and basic geology. Laboratory emphasizes identification and environmental testing.		
Course Outcomes:	<ul style="list-style-type: none"> A. Use basic principles of ecosystems structure and function and application of the scientific method to characterize a specific forest. B. Use critical thinking to evaluate how humans interact with the forest environment by applying basic principles of forest management. C. Use critical thinking in a team approach to initialize and complete a study of the biological, chemical and physical characteristics of a forest. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use basic ecological principles, identify and understand the biology of various forest communities to characterize forest habitats.
D. Ability to reason qualitatively and quantitatively.	Use scientific techniques to quantitatively and qualitatively describe parameters of forest habitats.
E. Ability to conceptually organize experience and discern its meaning.	Participate in data gathering through laboratory and field experiences and organize data to illustrate an understanding of basic ecologic principles.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Participate in evaluation of human impacts on forest ecosystems and investigate considerations of how personal consumer decisions may influence the interconnectedness of forest habitats and the subsequent relationships of forests to human culture.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Use basic principles of ecosystems structure and function to characterize a specific forest.
- B. Identify and express how humans interact with the forest environment by applying basic principles of forest management.
- C. Work with a team to initialize and complete a study of the biology, chemistry and physical characteristics of a forest.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

- A. Essay and multiple choice exams
- B. Maintain a detailed field and laboratory notebook
- C. Weekly applications of laboratory and field experiences
- D. Self-assessment of group dynamics

How does the course enable a student to “apply scientific and technical modes of

<p>inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>Apply scientific method in field and lab exercises including proper use of field and lab techniques and equipment.</p> <p>Understand how to locate and access information relative to forest ecosystems with the use of web based tools as well as PCC library.</p> <p>Essay exams and lecture discussion require students to think critically relative to global and local (northwest) forest issues.</p> <p>Lab exercises require students to collaborate with peers and work effectively within groups – to collect information relative to forest ecosystems.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Laboratory exercises involve use of scientific method and research design.</p> <p>- Laboratory notebooks and lecture discussions on human interactions (impacts) with forest ecosystems, as well as essays on lecture examinations involve understanding of complex issues associated with human forest interactions and how we change the natural interactions with a forest ecosystem.</p> <p>- critical thinking is applied to data collected and thematic issues in forestry including endangered species, forest harvest etc.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 143	Course Title:	Habitats: Freshwater
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science
Course Description:	Covers environments of freshwater streams, lakes, and marshes. Includes effects of physical and chemical factors on organisms, along with the organisms, their biological interactions and nutrient cycles. Explores ecological factors of freshwater environments and the effects of human activities on them.		
Course Outcomes:	<ul style="list-style-type: none"> A. Use basic principles of ecosystems structure and function to characterize freshwater habitats. B. Identify and express how humans interact with freshwater ecosystems by applying basic principles of environmental management. C. Identify and understand the biology of the various freshwater phyla. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	

the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use basic principles of ecosystems structure and function to characterize freshwater habitats.
D. Ability to reason qualitatively and quantitatively.	Use scientific techniques to identify and express how humans interact with the freshwater ecosystems by applying basic principles of environmental management.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research, laboratory and/or field experiences and organize data to illustrate an understanding of basic ecological principles.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Participate in evaluation of human impacts on freshwater ecosystems and investigate considerations of how personal consumer decisions may influence the interconnectedness of freshwater habitats and the subsequent relationships of freshwater ecosystems to human culture.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Use basic principles of ecosystems structure and function to characterize freshwater habitats.
- B. Identify and express how humans interact with the freshwater ecosystems by applying basic principles of environmental management.
- C. Use taxonomic keys to identify and understand the interrelationships of the various freshwater phyla.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**

Content based essay and multiple choice exams

Maintain a detailed field and laboratory notebook

Weekly applications of laboratory and field experiences demonstrating the students understanding of freshwater ecosystems

Self-assessment of group dynamics – from field and lab experiences

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve use of scientific method and research design</p> <p>- Laboratory notebooks and lecture discussions on human interactions (impacts) with forest ecosystems, as well as essays on lecture examinations involve understanding of complex issues associated with human – freshwater resource interactions and how we influence the natural interactions within a freshwater ecosystem</p> <p>- Group activities ranging from field/lab to interactive and collaborative lecture discussions on social/environmental issues impacting freshwater ecosystems</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Laboratory notebooks include student evaluation of the lab/field experience and post-lab questions encourage the students to include critical thinking in the evaluation of their data.</p> <p>Essay exams encourage the evaluation of our impacts on our finite water resources and lecture discussions bring out student personal experiences in impacting the freshwater resources.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	April Ann Fong	afong@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Biology 202	Course Title:	Botany
Course Credits:	4	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Covers plant anatomy and physiology, how humans interact with plants, and particularly taxonomy with an evolutionary focus. Areas covered include mosses, ferns, conifers, and flowering plants. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<p>Biology 202 students will be able to:</p> <ul style="list-style-type: none"> *give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. *employ, individually and collaboratively, established taxonomical schemes used in identifying, classifying, describing, and studying plants. *apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. * collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship needs. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>*apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. Students examine the biodiversity of plants on earth and how this plant biodiversity has influenced human cultures and experiences.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>*give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. *employ, individually and collaboratively, established taxonomical schemes used in identifying, classifying, describing, and studying plants. *apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. Students examine the major historical contributions to botany and international agreements, such as the ICBN (International Code of Botanical Nomenclature). Students also analyze, historically and currently, how various cultures interact(ed) with plants.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>*give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. *apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. * collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship needs. Students evaluate various natural areas for biodiversity and biotic and abiotic factors and explain how these affect the environment and humans.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>* collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship needs. Students collect and use data to compare ecosystems.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>*give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. *employ, individually and collaboratively, established taxonomical schemes used in identifying, classifying, describing, and studying plants. *apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. * collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship</p>

	<p>needs. Students conceptually organize the course experiences in terms of plant habitat needs and the types found in particular micro-habitats.</p>
<p>F. Aesthetic and artistic values.</p>	<p>*give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. *apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions. The aesthetics of plants as art and/or inspiration for art, historical uses, and representations of plants in various cultures are investigated.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>*give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification. * collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship needs. Stewardship of ecosystems and loss of biodiversity from natural and agricultural systems and the responsibility of humans and their activities in the environment are discussed and analyzed.</p>

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

*give oral and written plant-oriented tours of natural and built environments using appropriate vocabulary to explain ecosystems, plant interactions with other species and abiotic components of the environment, and plant classification.

*employ, individually and collaboratively, established taxonomical schemes used in identifying, classifying, describing, and studying plants.

*apply humans' historical and cultural connections with plants to current economies, art, city planning, home uses, agricultural practices, and international interactions.

* collect data about ecosystems in various natural areas (from preserves, arboreta, and city and state parks to more technological urban/suburban environments) for comparison, understanding of individual plant needs, ecosystem health, biodiversity assessment, and planning stewardship needs.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**

Students gather biotic and abiotic data in various micro-habitats, compare them, analyze the current status of these ecosystems and what changes may have happened in the past, whether remediation is needed or possible, and what steps might be necessary in the short-term and long-term.

How does the course enable

Students apply established classification schemes to the identification of

<p>a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>native and non-native plants, such that they understand the limitations of established taxonomy and dichotomous keys given the huge diversity of plant life, intentional and unintentional transport of non-native plants by humans, and the limitation of human constructs.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>We discuss the development of society and its impacts on plants and their associated ecosystems and how plants are integral portions of the human experience.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Micah Jordan	mjordan@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Bi 211	Course Title:	Principles of Biology
Course Credits:	5	Gen Ed Category:	Science
Course Description:	First term of a three term sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. Recommended: High school biology and chemistry in the past seven years. Prerequisites: WR 115 and RD 115 or equivalent placement test scores, and MTH 60 or higher. Prerequisite/Concurrent: CH 100 or above; or instructor permission.		
Course Outcomes:	<p>Biology 211 students will be able to:</p> <ul style="list-style-type: none"> • apply biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career); • use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science. • Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment. • develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications; • communicate concepts in biochemistry and cell biology using appropriate terminology in both written and verbal forms. • competently enter and complete further work in the sciences, including Biology 212 and upper-level courses in biochemistry and cell biology. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree

programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	After completing Bi 211, students can develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications;
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	After completing Bi 211, students are able to apply concepts from biochemistry and cell biology to their lives and community as well as integrate their own thinking and learning styles into the methods used in science. This expands their understanding of the natural world and their place in it.
D. Ability to reason qualitatively and quantitatively.	After completing Bi 211, students are able to assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.
E. Ability to conceptually organize experience and discern its meaning.	After completing Bi 211, students are able to use the scientific method, including experimental design, data collection, and presentations of results and conclusions. A key part of this method is discerning the meaning of results and how they illustrate the principles that govern the natural world.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Biology 211 students will be able to:

- apply biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career);
- use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science.
- Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.
- develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications;
- communicate concepts in biochemistry and cell biology using appropriate terminology in both written and verbal forms.

<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	
<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?*</p>	<p>Throughout Bi 211, students develop the vocabulary and conceptual understanding of modern biochemistry and cellular biology.</p> <p>Content based exam questions and laboratory assignments require students to demonstrate an understanding of biochemical and cellular processes.</p> <p>Students attend a presentation in the library that teaches them to access the primary literature.</p> <p>Throughout the term, students assess the results and conclusions of experiments in the primary literature.</p> <p>Students work as a group to design and perform experiments which requires them to formulate and test hypotheses.</p> <p>Students work individually to write scientific papers based on group experiments. Papers include exploration of primary literature that supports or refutes their hypothesis and a discussion of future questions that need to be addressed.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?*</p>	<p>In Bi 211, students learn the scientific method as a key component of scientific inquiry. In exams, papers, laboratory exercises and in-class activities students apply the scientific method to investigate and critically evaluate existing and alternative hypotheses for cellular and biochemical phenomena using data gathered in hands-on experiments and from the primary and secondary literature.</p> <p>Class discussion of recent research in biochemistry and cellular biology and its impact on modern society gives students the tools to differentiate between evidence-based versus opinion-based decisions. Topics include, but are not limited to genetically modified organisms, ethical use of human cell lines, and stem cell research. Students must demonstrate this knowledge on exams as well as in class discussions.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?*</p>	<p>A key component of this course is an emphasis on understanding the process of science including the limitations of the scientific method and its ability to investigate the world. Students evaluate the classic experiments in the fields of cell biology and biochemistry that built our modern understanding of the fields and compare them to recent research using modern technology. Students make the connection between the effect and importance of technology on scientific inquiry and knowledge and its impact on human society and the environment.</p> <p>As students write scientific papers, they are evaluated on their ability to examine the impact of their results on the broader field of science and to examine the primary literature for these impacts.</p>

	<p>An understanding of the underlying biochemical and cellular phenomena of all living things as well as the process of science helps students to evaluate the impact of science on aspects of human society and the environment, such as the use of genetically modified organisms and the impact of their use on environmental and human health, ethical use of human cell lines, and stem cell research.</p>
--	---

<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>
--

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Micah Jordan	mjordan@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Bi 212	Course Title:	Principles of Biology
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Second part of a three-quarter sequence designed for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Topics include: inheritance, the genetic code, modern and classical genetics, evolution, diversity, and systematics. This course may include some dissection of plants and animals. Prerequisite: BI 211 and its prerequisite requirements.		
Course Outcomes:	<p>Biology 212 students will be able to:</p> <ul style="list-style-type: none"> • apply biological theories and concepts to novel problems in genetics, evolution, and systematics; • assess the strengths and weaknesses of scientific studies in genetics, evolution, and systematics and critically examine the influence of scientific and technical knowledge of genetics, evolution, and systematics on human society and the environment. • apply concepts from genetics, evolution, and systematics to their lives and community (personal, work, and career); • develop informed positions and opinions on contemporary issues in genetics, evolution, and systematics, while considering ethical, scientific, community, and cultural implications; • communicate concepts in genetics, evolution, and systematics using appropriate terminology in both written and verbal forms. • competently enter and complete further work in the sciences, including Biology 213 and upper-level courses in genetics, evolution, and systematics. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee

members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	After completing Bi 212, students can develop informed positions and opinions on contemporary issues in genetics, evolution, and systematics, while considering ethical, scientific, community, and cultural implications;
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	After completing Bi 212, students are able to apply concepts from genetics, evolution, and systematics to their lives and community. This expands their understanding of the natural world and their place in it.
D. Ability to reason qualitatively and quantitatively.	After completing Bi 212, students are able to assess the strengths and weaknesses of scientific studies in genetics, evolution, and systematics and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	After completing Bi 212, students apply biological theories and concepts to novel problems in genetics, evolution, and systematics. They also can develop informed positions and opinions on contemporary issues in genetics, evolution, and systematics, while considering ethical, scientific, community, and cultural implications. These two outcomes are key to using our knowledge of modern biology to ethically meet the requirements of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Biology 212 students will be able to:

- apply biological theories and concepts to novel problems in genetics, evolution, and systematics;
- assess the strengths and weaknesses of scientific studies in genetics, evolution, and systematics and critically examine the influence of scientific and technical knowledge of genetics, evolution, and systematics on human society and the environment.
- apply concepts from genetics, evolution, and systematics to their lives and community (personal, work, and career);
- develop informed positions and opinions on contemporary issues in genetics, evolution, and systematics, while considering ethical, scientific, community, and cultural implications;
- communicate concepts in genetics, evolution, and systematics using appropriate terminology in both written and verbal forms.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate

Throughout the term, students develop the vocabulary and conceptual understanding of genetics, evolution, and systematics.

Content based exam questions and lab assignments require students to demonstrate an understanding of genetics, evolution, and systematics.

Throughout the term, students assess the results and conclusions of

further questions"?**	<p>experiments in genetics, evolution, and systematics found in the primary and secondary literature.</p> <p>Students work as a group to design and perform experiments in genetics, evolution, and systematics which requires them to formulate and test hypotheses.</p> <p>Students work individually to write scientific papers based on group experiments. Papers include exploration of primary literature that supports or refutes their hypothesis and a discussion of future questions that need to be addressed.</p> <p>Students learn to verbally communicate their analyses and conclusions clearly and to discuss and defend their interpretation.</p>
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	<p>In exams, papers, lab and in class activities students apply the scientific method to investigate and critically evaluate existing and alternative hypotheses found in modern genetics, evolution, and systematics, using data gathered in hands-on experiments and from the primary and secondary literature.</p> <p>Class discussion of recent research in genetics, evolution, and systematics and its impact on modern society gives students the tools to differentiate between evidence-based versus opinion-based decisions. Topics include, but are not limited to genetically modified organisms, genetic testing, gene therapy, stem cell research, and evolution. Students must demonstrate this knowledge on exams as well as in class discussions.</p>
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	<p>A key component of this course is an emphasis on understanding the process of science, including the limitations of the scientific method and its ability to investigate the world. Students evaluate classic experiments in the fields of genetics, evolution, and systematics and compare them to recent research using modern technology. Students make the connection between the effect and importance of technology on scientific inquiry and knowledge and its impact on human society and the environment.</p> <p>As students write scientific papers, they are evaluated on their ability to examine the impact of their results on the broader field of science and examine the primary literature for these impacts.</p> <p>An understanding of the underlying principles of genetics, evolution, and systematics as well as the process of science helps students evaluate the impact of science on aspects of human society and the environment, such as the use of genetically modified organisms, genetic testing, gene therapy, stem cell research, and evolution.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Micah Jordan	mjordan@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Bi 213	Course Title:	Principles of Biology
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Third term of a three term sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Includes plant and animal anatomy and physiology, and individual, population, community and ecosystem ecology. Prerequisite: BI 212 and its prerequisite requirements.		
Course Outcomes:	<p>Biology 213 students will be able to:</p> <ul style="list-style-type: none"> • apply biological theories and concepts to novel problems in plant/animal anatomy and physiology and ecology; • assess the strengths and weaknesses of scientific studies in plant/animal anatomy and physiology and ecology and critically examine the influence of scientific and technical knowledge of plant/animal anatomy and physiology and ecology on human society and the environment. • apply concepts from plant/animal anatomy and physiology and ecology to their lives and community (personal, work, and career); • develop informed positions and opinions on contemporary issues in plant/animal anatomy and physiology and ecology, while considering ethical, scientific, community, and cultural implications; • communicate concepts in plant/animal anatomy and physiology and ecology using appropriate terminology in both written and verbal forms. • competently enter and complete further work in the sciences upper-level courses in plant/animal anatomy and physiology and ecology. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	After completing Bi 213, students can develop informed positions and opinions on contemporary issues in plant/animal anatomy and physiology and ecology, while considering ethical, scientific, community, and cultural implications.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	After completing Bi 213, students are able to apply concepts from plant/animal anatomy and physiology and ecology to their lives and community. This expands their understanding of the natural world and their place in it.
D. Ability to reason qualitatively and quantitatively.	After completing Bi 213, students are able to assess the strengths and weaknesses of scientific studies in plant/animal anatomy and physiology and ecology and critically examine the influence of scientific and technical knowledge of plant/animal anatomy and physiology and ecology on human society and the environment.
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	After completing Bi 213, students apply biological theories and concepts to novel problems in plant/animal anatomy and physiology and ecology. They also can develop informed positions and opinions on contemporary issues in plant/animal anatomy and physiology and ecology, while considering ethical, scientific, community, and cultural implications. These two outcomes are key to using our knowledge of modern biology to ethically meet the requirements of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course

belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Biology 213 students will be able to:

- apply biological theories and concepts to novel problems in plant/animal anatomy and physiology and ecology;
- assess the strengths and weaknesses of scientific studies in plant/animal anatomy and physiology and ecology and critically examine the influence of scientific and technical knowledge of plant/animal anatomy and physiology and ecology on human society and the environment.
- apply concepts from plant/animal anatomy and physiology and ecology to their lives and community (personal, work, and career);
- develop informed positions and opinions on contemporary issues in plant/animal anatomy and physiology and ecology, while considering ethical, scientific, community, and cultural implications;
- communicate concepts in plant/animal anatomy and physiology and ecology using appropriate terminology in both written and verbal forms.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>Throughout the term students develop the vocabulary and conceptual understanding of modern plant/animal anatomy and physiology and ecology. Content based exam questions and lab assignments require students to demonstrate an understanding of plant/animal anatomy and physiology and ecology.</p> <p>Throughout the term we work on assessing the results and conclusions of experiments in genetics, evolution, and systematics found in the primary and secondary literature.</p> <p>Students work as a group to design and perform experiments in ecology which requires them to formulate and test hypotheses.</p> <p>Students either design and perform their own experiment, make a specimen collection from a local ecosystem, or perform a service learning project. Students must explain the relevance of their project within the context of the themes and concepts explored in Bi 213.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In exams, papers, lab and in class activities, students apply the scientific method to investigate and critically evaluate existing and alternative hypotheses found in plant/animal anatomy and physiology and ecology using data gathered in hands-on experiments and from the primary and secondary literature.</p> <p>Class discussion of recent research in plant/animal anatomy and physiology and ecology and its impact on modern society gives students the tools to differentiate between evidence-based versus opinion-based decisions. Topics include, but are not limited to conservation, habitat use, climate change, and endangered species. Students must demonstrate this knowledge on exams as well as in class discussions.</p> <p>Oral and written presentations of the student projects require explanation, support, and defense of both the students’ knowledge as well as their interpretation of the results of the study.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>A key component of this course is an emphasis on understanding the process of science including the limitations of the scientific method and its ability to investigate the world. Students evaluate classic experiments in the fields of plant/animal anatomy and physiology and ecology and compare them to recent research using modern technology. Students make the connection between the effect and importance of technology on scientific inquiry and knowledge and its impact on human society and the environment.</p> <p>As students complete their projects, they are evaluated on their ability to examine the impact of their results on the broader field of science and examine the primary literature for these impacts.</p> <p>An understanding of basic principles of plant/animal anatomy and physiology and ecology as well as the process of science helps them to evaluate the impact of discoveries in these fields of science on human society and the environment.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Alexie McNerthney	amcnerth@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 222	Course Title:	Human Genetics
---------------------------	--------	---------------	----------------

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Science
-----------------	---	------------------	---

Course Description:	Lecture/discussion presentation of the fundamentals of human genetics. Includes physical basis of inheritance, the mechanics of inheritance, probability, sex chromosomal abnormalities, autosomal anomalies, gene structure and function, molecular genetics, behavioral genetics, twinning and contemporary issues in human genetics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> A. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans. B. Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity. C. Apply to real life situations and one's life the principles of human heredity. D. Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
---	--

<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>Assess historical knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Apply to real life situations and one's life the principles of human heredity.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	
<p>F. Aesthetic and artistic values.</p>	
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.</p>

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans.
2. Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity.
3. Apply to real life situations and one's life the principles of human heredity.
4. Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**

Objective 1 supports criteria 1 above. Students analyze techniques, methods and models used in the field of genetics to understand both the scope and limitations of our knowledge of heredity.

How does the course enable a student to "apply scientific

Course objectives 1. and 2. meet criteria Criteria 1. and 2. above. Students use knowledge gained in class about models and theories of heredity to

and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?*	conduct pedigree analyses and solve case history problems in human heredity. Also 4a is satisfied as mathematics and scientific reasoning are employed to solve case history problems.
---	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?*	Objective 4 supports criteria 3. The influence of historic and current knowledge of heredity on society are examined. Students address ethical issues that arise from both a lack of, and a knowledge of heredity.
---	--

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 231	Course Title:	Human Anatomy and Physiology I
Course Credits:	4	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces chemistry, cells, tissues, the integument, skeletal, muscular, and nervous systems. It is the first in a three term sequence. The class includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based and online exercises. Pre-requisites: WR 115, RD 115, MTH 20 or equivalent placement test scores, and BI 112 or BI 211 and BI 212.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the integument, muscular, skeletal and nervous systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the vocabulary. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning

* aesthetic and artistic values

* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students gain an understanding of the impacts cultural, ethnic, and socioeconomic variances can have on physiology. This is accomplished through case studies, journal review, and study of disease processes.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students experience the use of technology as it relates to health care settings and treatment. They use laboratory equipment to gather data. They learn how environmental issues affect health and the relationship between themselves and the environment through the study of anatomy, physiology and pathophysiology.
D. Ability to reason qualitatively and quantitatively.	Students are expected to review, research, gather information in the laboratory and determine the quality and accuracy of the information presented or gained through hands-on experimentation. Students also critically review and evaluate material through the use of literature reviews and/or case studies.
E. Ability to conceptually organize experience and discern its meaning.	Laboratory experiments, classroom discussions, case studies, and literature reviews require students to think critically and predict outcomes based on facts and data gathered or presented.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	During their study of physiology students will gain the background knowledge and an understanding of detail allowing them to formulate opinions regarding social and ethical issues that face our local community and globally. Students evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. (Criteria #4a)
2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the integument, muscular, skeletal and nervous systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. (Criteria # 1)
3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. (Criteria # 1, 3)
4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. (Criteria # 1, 3)
5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data(Criteria # 1, 2, 3, 4a)
6. Use correct terminology to communicate anatomical features and

	physiological processes. This includes accurate verbal and written use of the vocabulary. (Criteria # 1)
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	Through the use of experiments in laboratory students gather anatomical and physiological data, evaluate the significance of the data and communicate their results through verbal and written assignments. Students regularly use models during laboratory time and must gather information from various resources to explore and understand the models. Literature review and case study assignments encourage students to critically evaluate information and its application, and future directions of study.
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	Through the use of physiology experiments, case studies and literature review, and in-class activities students work individually and collaboratively to critically evaluate research methodology, application of scientific data, problem solve, and make evidence based decisions. Case studies and experimentation on human subjects often contain an ethical component.
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	Case study and literature review assignments require students to access and critically evaluate primary literature. Students use the application of acquired knowledge to critically review literature, problem solve and evaluate the effectiveness of research, equipment used in the lab to acquire data. This knowledge can then be applied to technology in modern medicine, compare it with methodologies in other disciplines and society.
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 232	Course Title:	Human Anatomy and Physiology II
Course Credits:	4	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces the nervous, endocrine, cardiovascular and immune systems. It is the second of a 3 term sequence. This class includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 231 with a "C" or better and its prerequisite requirements		
Course Outcomes:	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the nervous, endocrine, cardiovascular and immune systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the vocabulary. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively

- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students gain an understanding of the impacts cultural, ethnic, and socioeconomic variances can have on physiology. This is accomplished through case studies, journal review, and study of disease processes.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students experience the use of technology as it relates to health care settings and treatment. They use laboratory equipment to gather data. They learn how environmental issues affect health and the relationship between themselves and the environment through the study of anatomy, physiology and pathophysiology.
D. Ability to reason qualitatively and quantitatively.	Students are expected to review, research, gather information in the laboratory and determine the quality and accuracy of the information presented or gained through hands-on experimentation. Students also critically review and evaluate material through the use of literature reviews and/or case studies.
E. Ability to conceptually organize experience and discern its meaning.	Laboratory experiments, classroom discussions, case studies, and literature reviews require students to think critically and predict outcomes based on facts and data gathered or presented.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	During their study of physiology students will gain the background knowledge and an understanding of detail allowing them to formulate opinions regarding social and ethical issues that face our local community and globally. Students evaluate information on human health and medical research as to its social, environmental, and ethical implications as part of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. (Criteria #4a)
2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the integument, muscular, skeletal and nervous systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. (Criteria # 1)
3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. (Criteria # 1, 3)
4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. (Criteria # 1, 3)
5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data(Criteria # 1, 2, 3, 4a)
6. Use correct terminology to communicate anatomical features and

	physiological processes. This includes accurate verbal and written use of the vocabulary. (Criteria # 1)
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	Through the use of experiments in laboratory students gather anatomical and physiological data, evaluate the significance of the data and communicate their results through verbal and written assignments. Students regularly use models during laboratory time and must gather information from various resources to explore and understand the models. Literature review and case study assignments encourage students to critically evaluate information and its application, and future directions of study.
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	Through the use of physiology experiments, case studies and literature review, and in-class activities students work individually and collaboratively to critically evaluate research methodology, application of scientific data, problem solve, and make evidence based decisions. Case studies and experimentation on human subjects often contain an ethical component.
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	Case study and literature review assignments require students to access and critically evaluate primary literature. Students use the application of acquired knowledge to critically review literature, problem solve and evaluate the effectiveness of research, equipment used in the lab to acquire data. This knowledge can then be applied to technology in modern medicine, compare it with methodologies in other disciplines and society.
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Chair	Name E-mail	Address
	Sandy Neps	Sandy.neps@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Larry Clausen	lclausen@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BI 233	Course Title:	Human Anatomy and Physiology III
Course Credits:	4	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances; embryology and genetics. It is the third of a 3 term sequence. This class includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work such as CD-ROM-based exercises. Prerequisite: BI 232 with a "C" or better and its prerequisite requirements.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances; embryology and genetics toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. 5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data. 6. Use correct terminology to communicate anatomical features and physiological processes. This includes accurate verbal and written use of the vocabulary. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an

awareness of the role played by gender and by various cultures

- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students gain an understanding of the impacts cultural, ethnic, and socioeconomic variances can have on physiology. This is accomplished through case studies, journal review, and study of disease processes.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students experience the use of technology as it relates to health care settings and treatment. They use laboratory equipment to gather data. They learn how environmental issues affect health and the relationship between themselves and the environment through the study of anatomy, physiology and pathophysiology.
D. Ability to reason qualitatively and quantitatively.	Students are expected to review, research, gather information in the laboratory and determine the quality and accuracy of the information presented or gained through hands-on experimentation. Students also critically review and evaluate material through the use of literature reviews and/or case studies.
E. Ability to conceptually organize experience and discern its meaning.	Laboratory experiments, classroom discussions, case studies, and literature reviews require students to think critically and predict outcomes based on facts and data gathered or presented.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	During their study of physiology students will gain the background knowledge and an understanding of detail allowing them to formulate opinions regarding social and ethical issues that face our local community and globally. Students evaluate information on human health and medical

	research as to its social, environmental, and ethical implications as part of responsible citizenship.
--	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. (Criteria #4a)
2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the integument, muscular, skeletal and nervous systems toward clinical problem-solving. Promote a holistic approach toward the evaluation and treatment of patients through their understanding of the interrelationship of various organ systems. (Criteria # 1)
3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. (Criteria # 1, 3)
4. Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. (Criteria # 1, 3)
5. Use experience gained in the collection of clinical and physiological parameters through hands on or real life activities that develop scientific reasoning and interpret patient data(Criteria # 1, 2, 3, 4a)
6. Use correct terminology to communicate anatomical features and

	physiological processes. This includes accurate verbal and written use of the vocabulary. (Criteria # 1)
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	Through the use of experiments in laboratory students gather anatomical and physiological data, evaluate the significance of the data and communicate their results through verbal and written assignments. Students regularly use models during laboratory time and must gather information from various resources to explore and understand the models. Literature review and case study assignments encourage students to critically evaluate information and its application, and future directions of study.
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	Through the use of physiology experiments, case studies and literature review, and in-class activities students work individually and collaboratively to critically evaluate research methodology, application of scientific data, problem solve, and make evidence based decisions. Case studies and experimentation on human subjects often contain an ethical component.
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	Case study and literature review assignments require students to access and critically evaluate primary literature. Students use the application of acquired knowledge to critically review literature, problem solve and evaluate the effectiveness of research, equipment used in the lab to acquire data. This knowledge can then be applied to technology in modern medicine, compare it with methodologies in other disciplines and society.
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Women's Studies	Submitter name	Judy Zimmerman
		Phone	x7083
		Email	jzimmerm@pcc.edu
Current prefix and number	WS 101	Proposed prefix and number	
Current course title	Introduction to Women's Studies	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Surveys and critically analyzes the position of women in society, in terms of present realities and future possibilities. Provides a framework to connect personal experience with contemporary social and political issues. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores..	

Reason for change	No change
-------------------	-----------

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events	<ol style="list-style-type: none"> 1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on the diversity of women’s lives 4. Identify and describe social processes that construct gender roles. 5. Communicate skillfully in writing, speaking, and collaborating.

Reason for change	Update and more thoroughly and accurately reflect course; comply with Cultural Literacy.
-------------------	--

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 checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

- Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Judy Zimmerman	jzimmerm@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	11/10/10

Portland Community College

Course Revision

What do you want to change?
 Check all that apply- double click on the box to open the task window

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Women's Studies	Submitter name	Marlene Eid
		Phone	7341
		Email	meid@pcc.edu
Current prefix and number	WS 201	Proposed prefix and number	
Current course title	Women of the World	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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</p>			
Current Description	Proposed Description		
Women of the World Examines the position of women in society from a cross-cultural perspective. Topics include the process of gender enculturation, women's lives in foraging, pastoral and agricultural societies and international issues such as female circumcision, infanticide, child brides and honor/dowry deaths. This course is taught from a multidimensional perspective. It meets cultural literacy requirements for associate			

degree. Recommend: WS 101. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	No change

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Develop student critical thinking skills through an investigation of various international issues related to women. 2. Enhance student cultural awareness through the study of gender roles and values cross-culturally. 3. Facilitate self reflection and a greater sense of community and environmental responsibility among students through service learning and other class activities. 4. Develop written, oral and collaborative skills of students through class presentations, small group work or similar learning activities. 	<ol style="list-style-type: none"> 1. Develop student critical thinking skills through an investigation of various international issues related to women. 2. Enhance student cultural awareness through the study of gender roles and values cross-culturally. 3. Facilitate self reflection and a greater sense of community and environmental responsibility among students through service learning and other class activities. 4. Encourage student understanding of cross-cultural differences by increasing sensitivity and empathy towards different cultures. 5. Develop written, oral and collaborative skills of students through class presentations, small group work or similar learning activities.
Reason for change	Update and more accurately reflect course; comply with Cultural Literacy.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Proposed prerequisites, corequisites and concurrent

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Judy Zimmerman	jzimmerm@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	11/10/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Women's Studies	Submitter name	Andrea Lowgren
		Phone	7259
		Email	andrea.lowgren@pcc.edu
Current prefix and number	WS 202	Proposed prefix and number	
Current course title	Women Working for Change	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Examines how women have worked to empower girls and women and improve the conditions of their lives. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective change agents.	

Reason for change	No change
-------------------	-----------

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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>Develop an understanding of advocacy for social change that empowers women.</p> <p>Explore possibilities for working for positive change in the conditions which affect girls' and women's lives.</p> <p>Examine several feminist theoretical perspectives and apply one or more to an analysis of a specific social change effort.</p> <p>Use improved writing, collaboration, critical thinking and speaking skills.</p>	<p>Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</p> <p>Evaluate effective possibilities for empowering women and working toward positive change in the lives of women.</p> <p>Use feminist theoretical perspectives to analyze social change efforts.</p> <p>Communicate effectively in writing, collaborating, and speaking.</p>

Reason for change	Update and more accurately reflect course, comply with Cultural Literacy.
-------------------	---

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 checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Judy Zimmerman	jzimmerm@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	11/10/10

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	WS 101	Course Title:	Introduction to Women's Studies
---------------------------	--------	---------------	---------------------------------

Course Description:	Surveys and critically analyzes the position of women in society, in terms of present realities and future possibilities. Provides a framework to connect personal experience with contemporary social and political issues. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on the diversity of women's lives 4. Identify and describe social processes that construct gender roles. 5. Communicate skillfully in writing, speaking, and collaborating.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces; Recognize the influences that systems of oppression have on the diversity of women's lives; Identify and describe social processes that construct gender roles.
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Analyses of systems of oppression are central to this course. This requires that students understand and evaluate the web of social and cultural forces that maintain structures of domination, power, and control. These analyses are used to understand the spectrum of womens’ experiences across age, race, ethnicity, social class, sexual orientation, and ability. Literature, the humanities, the social and life sciences are used to cultivate these new understandings and build empathy for those whose social location may be different than our own.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Judy Zimmerman</p>	<p>jzimmerm@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Judy Zimmerman</p>	<p>jzimmerm@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>David Stout</p>	<p>dstout@pcc.edu</p>

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	WS 201	Course Title:	Women of the World
---------------------------	--------	---------------	--------------------

Course Description:	Women of the World Examines the position of women in society from a cross-cultural perspective. Topics include the process of gender enculturation, women's lives in foraging, pastoral and agricultural societies and international issues such as female circumcision, infanticide, child brides and honor/dowry deaths. This course is taught from a multidimensional perspective. It meets cultural literacy requirements for associate degree. Recommend: WS 101. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Develop student critical thinking skills through an investigation of various international issues related to women. 2. Enhance student cultural awareness through the study of gender roles and values cross-culturally. 3. Facilitate self reflection and a greater sense of community and environmental responsibility among students through service learning and other class activities. 4. Encourage student understanding of cross-cultural differences by increasing sensitivity and empathy towards different cultures. 5. Develop written, oral and collaborative skills of students through class presentations, small group work or similar learning activities.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<p>Develop student critical thinking skills through an investigation of various international issues related to women.</p> <p>Enhance student cultural awareness through the study of gender roles and values cross-culturally.</p> <p>Encourage student understanding of cross-cultural differences by increasing sensitivity and empathy towards different cultures.</p>
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course allows students to be exposed to a wide array of cultures. It allows them to explore and understand a variety of influencing factors upon human differences. The exposure is national and international, local , regional and global.
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Marlene Eid	meid@pcc.edu

SAC Chair	Name E-mail	Address
	Judy Zimmerman	jzimmerm@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	WS 202	Course Title:	Women Working for Change
---------------------------	--------	---------------	--------------------------

Course Description:	Examines how women have worked to empower girls and women and improve the conditions of their lives. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective change agents. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice. 2. Evaluate effective possibilities for empowering women and working toward positive change in the lives of women and girls. 3. Use feminist theoretical perspectives to analyze social change efforts. 4. Communicate effectively in writing, collaborating, and speaking.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course begins with an analysis of privilege and oppression in which students learn to evaluate the complex matrix of cultural and societal and structural forces that create hierarchy. This analysis becomes the basis for examining appropriate and effective means for addressing injustice. Critical to this equation is recognizing insider/outsider dynamics between activists and client populations, which can come in a variety of differences, from ethnicity and language to sexual orientation and age. This course also examines case studies of feminist activism and asks the students to analyze how the systems of privilege and discrimination have been perpetuated as well as how to apply the lessons of that case study to the individual topics of their own activist portfolios.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Andrea Lowgren</p>	<p>andrea.lowgren@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Judy Zimmerman</p>	<p>jzimmerm@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>David Stout</p>	<p>dstout@pcc.edu</p>

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 X title
 X description
 prerequisites and co-requisites
 X outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Jan Underwood X5085 junderwo@pcc.edu
Current prefix and number	SPA 260A	Proposed prefix and number	
Current course title	Spanish Culture	Proposed title (60 characters max)	Hispanic culture
Reason for title change	"Spanish" refers to citizens of Spain	Proposed transcript title (30 characters max)	Specific regional/topical focus listed in subtitle

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
<p>Hispanic culture through reading, conversation, and writing. Conducted in Spanish. Specific regional and topical focus is subtitled in the schedule when offered. Recommended: Completion of SPA 203, 251 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p> <p>Addendum to Course Description: Students taking second year Spanish may simultaneously take this culture course with the instructor's permission.</p>	<p>Hispanic culture through readings and other media, discussion, and writing. Specific regional and topical focus is subtitled in the schedule when offered, as well as language in which the course is taught. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p>

<p>The objectives of this course are threefold. One, to learn about the culture of an specific region, and/or topical cultural focus, from a historic perspective, and in so doing, more objectively understand the world we live in. Third, the students will improve proficiency in Spanish by enriching vocabulary and syntax.</p> <p>A generally sound foundation in grammar and vocabulary is assumed. Grammar will not be the subject of this course. Spanish will be used in the classroom at all times. Students should plan on two hours of outside work for each class session.</p>	
Reason for change	Previously course was taught only in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Be able to begin to apply cultural and social perspectives of the studied specific area and the United States in understanding the social world. 2. Travel to the regional specific area and begin to demonstrate understanding of its history, ecology, society, politics, and culture. 3. Begin to address the consequences of human activity by demonstrating an understanding of the societies of the specific area, USA and Spain. 4. Be able to begin to think critically and creatively solve problems by understanding own cultural filter, using concepts learned. 5. Demonstrate a basic understanding of specific area’s culture, social and political issues, perspectives, and forms of expression, as well as own culture’s complexities. 6. Begin to demonstrate an understanding of the political and economical participation of the US in the specific region of study and vice versa. 7. Student should be self-appraising examining and evaluating personal beliefs, and comparing them with the beliefs of others. 8. Demonstrate ability to communicate orally and in-written form minimally at the ACTFL standards of Intermediate-Low. 	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one’s own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. 5. Examine the origins and influences of ethical or aesthetic traditions of the region.

Reason for change	<ol style="list-style-type: none"> 1. Old outcomes imply that the course is taught exclusively in Spanish. 2. Travel is not a required outcome of this course 3. Old outcomes are too wordy and narrow
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

X <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			
X <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes x <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu 10-27-10	
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu 11-2-10	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 X title
 X description
 prerequisites and co-requisites
 X outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name	Jan Underwood
		Phone	X5085
		Email	junderwo@pcc.edu
Current prefix and number	SPA 261A	Proposed prefix and number	
Current course title	Spanish Culture	Proposed title (60 characters max)	Hispanic culture
Reason for title change	"Spanish" refers to citizens of Spain	Proposed transcript title (30 characters max)	Specific regional/topical focus listed in subtitle

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
<p>Course Description</p> <p>Hispanic culture through reading, conversation, and writing. Conducted in Spanish. Specific regional and topical focus is subtitled in the schedule when offered. Recommended: Completion of SPA 203, 251 or instructor permission.</p> <p>Addendum to Course Description</p> <p>Students taking second year Spanish may simultaneously take this culture course with the instructor's permission.</p>	<p>Hispanic culture through readings and other media, discussion, and writing. Specific regional and topical focus is subtitled in the schedule when offered, as well as language in which the course is taught. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p>

<p>The objectives of this course are threefold. One, to learn about the culture of the specific region and/or topical cultural focus from a historic perspective, and in so doing, more objectively understand the world we live in. Third, the students will improve proficiency in Spanish by enriching vocabulary and syntax.</p> <p>A generally sound foundation in grammar and vocabulary is assumed. Grammar will not be the subject of this course. Students should plan on two hours of outside work for each class session.</p>	
Reason for change	Previously course was taught only in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Demonstrate a very basic understanding of the specific area’s social/political issues as well as be aware of own cultural filter. 2. Travel to the specific area and demonstrate a very basic understanding of its history, ecology, society, politics and culture. 3. Student should be self-appraising examining and evaluating personal beliefs, and comparing them with the beliefs of others. 4. Demonstrate ability to communicate orally and in-written form minimally at the ACTFL standards of Intermediate-Low. 	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one’s own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. 5. Examine the origins and influences of ethical or aesthetic traditions of the region.

Reason for change

1. Old outcomes imply that the course is taught exclusively in Spanish.
2. Travel is not a required outcome of this course
3. Old outcomes are too wordy and narrow

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Proposed prerequisites, corequisites and concurrent

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes
x no

If yes. Then check to see if the hours of student learning should be amended in the related instruction

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	10-27-10
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	11-2-10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 X title
 X description
 prerequisites and co-requisites
 X outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Jan Underwood X5085 junderwo@pcc.edu
Current prefix and number	SPA 262A	Proposed prefix and number	
Current course title	Spanish Culture	Proposed title (60 characters max)	Hispanic culture
Reason for title change	"Spanish" refers to citizens of Spain	Proposed transcript title (30 characters max)	Specific regional/topical focus listed in subtitle

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
<p>Spanish culture through reading, conversation, and writing. Conducted in Spanish. Specific regional and topical focus is subtitled in the schedule when offered. Recommended: Completion of SPA 203, 251 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p> <p>Addendum to Course Description Students taking second year Spanish may simultaneously take this culture course with instructor's permission.</p>	<p>Hispanic culture through readings and other media, discussion, and writing. Specific regional and topical focus is subtitled in the schedule when offered, as well as language in which the course is taught. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p>

<p>The objectives of this course are threefold. First, to learn about the culture of Spain from a historic and geographic perspective, and in so doing, be able to understand the culture of the United States more objectively. Third, the students will improve proficiency in Spanish by enriching vocabulary and syntax.</p> <p>A general sound foundation in Spanish grammar and vocabulary is assumed. Grammar is not the subject of this course. Students should plan on one hour of outside work for each in-class hour.</p>	
Reason for change	Previously course was taught only in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes		
<ol style="list-style-type: none"> 1. Begin to apply the learned cultural and historic perspectives of Spain and the United States in understanding the social world and in addressing the consequences of human activity. 2. Travel to Spain and demonstrate understanding of its history and culture. 3. Demonstrate an understanding of Spain’s participation in America’s history and vice versa. 4. Begin to think critically and creatively solve problems by understanding own cultural filter, using concepts learned. 5. Demonstrate an understanding of Spanish culture and perspectives, as well as own culture’s complexities. 6. Student should be self-appraising, examining and evaluating personal beliefs, and comparing them with the beliefs of others. 7. Demonstrate ability to communicate orally and in-written form minimally at the ACTFL standards of Intermediate-Low. 		<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one’s own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. 5. Examine the origins and influences of ethical or aesthetic traditions of the region. 		
Reason for change	<ol style="list-style-type: none"> 1. Old outcomes imply that the course is taught exclusively in Spanish. 2. Travel is not a required outcome of this course 3. Old outcomes are too wordy and narrow 			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>				
Current prerequisites, corequisites and concurrent				
X <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				

X <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes x <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu 10-27-10	
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu 11-2-10	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name	Jan Underwood
		Phone	X5085
		Email	junderwo@pcc.edu
Current prefix and number	SPA 270A	Proposed prefix and number	
Current course title	Readings in Spanish Literature	Proposed title (60 characters max)	Writers of the Spanish-speaking World
Reason for title change	"Spanish" refers to citizens of Spain	Proposed transcript title (30 characters max)	Latino Writers

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Reading and discussion of Hispanic people and culture through essays, poetry, short story, novels and theater. Focuses on the Hispanic region, period and genre subtitled in the schedule. Conducted in Spanish.	Literature (in translation) written by Spanish speakers from around the world. Examine diverse works and explore perspectives and experiences through works of literature.
Reason for change	<ol style="list-style-type: none"> 1. Previously course was taught only in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students. 2. Update language to reflect emphasis on social issues.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Improve skills in reading, analysis and discussion of Hispano-American Literature. 2. Improve speaking and writing skills 3. Increase understanding of Hispanic culture and thought through various types of literature 	<ol style="list-style-type: none"> 1. Analyze, through writing and discussion, diverse literature by writers from the Spanish-speaking world 2. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 3. Identify distinct literary voices 4. Identify salient issues affecting societies of the Spanish-speaking world, including but not limited to those of power, privilege, oppression, and movements for social change 5. Identify specific cultural norms, perspectives, and forms of expression in literary works from the Spanish-speaking world 6. Examine one’s own cultural filters in reference to cultural practices and perspectives presented in the literature

Reason for change	The current outcomes were written for a class conducted in Spanish, with an emphasis on improving students’ second-language skills, and fail to reflect the emphasis on social issues in these courses.
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
--	--

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
--	--

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
---------------------	--

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu 10-27-10	
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name	Jan Underwood
		Phone	X5085
		Email	junderwo@pcc.edu
Current prefix and number	SPA 271A	Proposed prefix and number	
Current course title	Readings in Spanish Literature (Women Writers)	Proposed title (60 characters max)	Women Writers of the Spanish-speaking World
Reason for title change	"Spanish" refers to citizens of Spain	Proposed transcript title (30 characters max)	Latina Writers

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
Literature written by women in Spanish. Read literary essays, poetry, short stories, novels and/or theater by Spanish and Latin American women. Conducted in Spanish.	Literature (in translation) written by Spanish-speaking women. Examine diverse works and explore perspectives and experiences of women in Spanish-speaking countries.
Reason for change	<ol style="list-style-type: none"> 1. Previously course was taught only in Spanish. We will now allow the course to be taught in English or Spanish (instructor decision) to make it accessible to a much broader group of students. 2. Update language to reflect emphasis on social issues.

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
None are listed on the intranet	<ol style="list-style-type: none"> 1. Analyze, through writing and discussion, diverse literature by women of the Spanish-speaking world 2. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 3. Identify distinct literary voices 4. Identify salient issues affecting women of the Spanish-speaking world, including but not limited to those of power, privilege, oppression, and movements for social change 5. Identify specific cultural norms, perspectives, and forms of expression in literary works by women of the Spanish-speaking world 6. Examine one’s own cultural filters in reference to cultural practices and perspectives presented in the literature

Reason for change	The current version of this course posted on the intranet lists no outcomes at all
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu 10-27-10	
SAC Administrative Liaison	Email	Date

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	SPA 260A	Course Title:	Hispanic culture
Course Credits:	3	Gen Ed Category:	Arts and Letters
Course Description:	Hispanic culture through readings and other media, discussion, and writing. Specific regional and topical focus is subtitled in the schedule when offered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> • Identify cultural and social perspectives of the region • Identify social consequences of human activity • Identify and analyze one's own cultural filters • Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. • Examine the origins and influences of ethical or aesthetic traditions of the region. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, **at least four elements** of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

This course requires students to identify cultural and social perspectives of the specific region of the Spanish-speaking world that is the focus of the course, and to identify and analyze their own cultural filters.

	<p>In this course students will develop a deeper sense of the cultural and historical issues of a particular region of the Spanish-speaking world; they will also compare this culture to their own and analyze ways in which the two interact and affect each other. In doing so, students will also be able to reflect and gain a deeper global perspective which leads them to be more tolerant, empathetic and appreciative. Many of the contemporary issues that we face today in our social and political arenas, such as immigration, education, language of use, and employment issues, are controversial. Understanding our global cultural connections, our histories and our interdependence allows us to have healthier communities and helps students make more informed choices as citizens.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>This course requires students to identify cultural and social perspectives of the region of the Spanish-speaking world that is the focus of the course, to identify social consequences of human activity, and to identify and analyze their own cultural filters.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	
<p>D. Ability to reason qualitatively and quantitatively.</p>	
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>This course teaches the ability to conceptually organize experience and discern its meaning by:</p> <ol style="list-style-type: none"> 1) helping the student to identifying and analyzing his/her own cultural filters and determining how these cultural filters may affect his/her interpretation of experience 2) helping the student to identify how his/her own cultural filters may alter the meaning derived from experience. This course also asks students to view human experience from new cultural and social perspectives that may or may not coincide with the student's own cultural perspective. These new perspectives may derive from class lectures and/or from the analysis of literature, film, art, dance, music, language, philosophy, religion and/or other forms of expression from the given Spanish-speaking region(s). Therefore the student learns to analyze experience through two different lenses and to discern what meaning or meanings are derived from their own cultural filter and cultural perspective and what meaning or meanings are derived from new cultural perspectives gained in the class.
<p>F. Aesthetic and artistic values.</p>	<p>This course teaches students to develop aesthetic and artistic values by asking them to analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.</p>

G. Understanding of the ethical and social requirements of responsible citizenship.	
---	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Identify cultural and social perspectives of the region
- Identify social consequences of human activity
- Identify and analyze one's own cultural filters
- Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
- Examine the origins and influences of ethical or aesthetic traditions of the region.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

Students will examine the origins and influences of the ethical or aesthetic traditions of the Spanish-speaking region, including those of indigenous, African, and European origin. Students will critically analyze expressions of the regional culture such as literature, film, art, dance, music, language, philosophy, religion. Students will also explore the meaning of the specific techniques and conventions of some cultural expressions such as literature, film, art, dance, music, language, philosophy, and religion.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local

Students will identify the cultural and social perspectives of the Spanish-speaking region, as well as their own cultural filters. By identifying the consequences of human activity on the region, students will be prepared to engage more fully in a variety of issues relating to this region.

and global issues”?*

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	SPA 261A	Course Title:	Hispanic culture
Course Credits:	3	Gen Ed Category:	Arts and Letters
Course Description:	Hispanic culture through readings and other media, discussion, and writing. Specific regional and topical focus is subtitled in the schedule when offered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> • Identify cultural and social perspectives of the region • Identify social consequences of human activity • Identify and analyze one's own cultural filters • Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. • Examine the origins and influences of ethical or aesthetic traditions of the region. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, **at least four elements** of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

This course requires students to identify cultural and social perspectives of the specific region of the Spanish-speaking world that is the focus of the course, and to identify and analyze their own cultural filters.

	<p>In this course students will develop a deeper sense of the cultural and historical issues of a particular region of the Spanish-speaking world; they will also compare this culture to their own and analyze ways in which the two interact and affect each other. In doing so, students will also be able to reflect and gain a deeper global perspective which leads them to be more tolerant, empathetic and appreciative. Many of the contemporary issues that we face today in our social and political arenas, such as immigration, education, language of use, and employment issues, are controversial. Understanding our global cultural connections, our histories and our interdependence allows us to have healthier communities and helps students make more informed choices as citizens.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>This course requires students to identify cultural and social perspectives of the region of the Spanish-speaking world that is the focus of the course, to identify social consequences of human activity, and to identify and analyze their own cultural filters.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	
<p>D. Ability to reason qualitatively and quantitatively.</p>	
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>This course teaches the ability to conceptually organize experience and discern its meaning by:</p> <ol style="list-style-type: none"> 1) helping the student to identifying and analyzing his/her own cultural filters and determining how these cultural filters may affect his/her interpretation of experience 2) helping the student to identify how his/her own cultural filters may alter the meaning derived from experience. This course also asks students to view human experience from new cultural and social perspectives that may or may not coincide with the student's own cultural perspective. These new perspectives may derive from class lectures and/or from the analysis of literature, film, art, dance, music, language, philosophy, religion and/or other forms of expression from the given Spanish-speaking region(s). Therefore the student learns to analyze experience through two different lenses and to discern what meaning or meanings are derived from their own cultural filter and cultural perspective and what meaning or meanings are derived from new cultural perspectives gained in the class.
<p>F. Aesthetic and artistic values.</p>	<p>This course teaches students to develop aesthetic and artistic values by asking them to analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.</p>

G. Understanding of the ethical and social requirements of responsible citizenship.	
---	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Identify cultural and social perspectives of the region
- Identify social consequences of human activity
- Identify and analyze one's own cultural filters
- Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
- Examine the origins and influences of ethical or aesthetic traditions of the region.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

Students will examine the origins and influences of the ethical or aesthetic traditions of the Spanish-speaking region, including those of indigenous, African, and European origin. Students will critically analyze expressions of the regional culture such as literature, film, art, dance, music, language, philosophy, religion. Students will also explore the meaning of the specific techniques and conventions of some cultural expressions such as literature, film, art, dance, music, language, philosophy, and religion.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local

Students will identify the cultural and social perspectives of the Spanish-speaking region, as well as their own cultural filters. By identifying the consequences of human activity on the region, students will be prepared to engage more fully in a variety of issues relating to this region.

and global issues”?*

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	SPA 262A	Course Title:	Hispanic culture
Course Credits:	3	Gen Ed Category:	Arts and Letters
Course Description:	Hispanic culture through readings and other media, discussion, and writing. Specific regional and topical focus is subtitled in the schedule when offered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> • Identify cultural and social perspectives of the region • Identify social consequences of human activity • Identify and analyze one's own cultural filters • Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. • Examine the origins and influences of ethical or aesthetic traditions of the region. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, **at least four elements** of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

This course requires students to identify cultural and social perspectives of the specific region of the Spanish-speaking world that is the focus of the course, and to identify and analyze their own cultural filters.

	<p>In this course students will develop a deeper sense of the cultural and historical issues of a particular region of the Spanish-speaking world; they will also compare this culture to their own and analyze ways in which the two interact and affect each other. In doing so, students will also be able to reflect and gain a deeper global perspective which leads them to be more tolerant, empathetic and appreciative. Many of the contemporary issues that we face today in our social and political arenas, such as immigration, education, language of use, and employment issues, are controversial. Understanding our global cultural connections, our histories and our interdependence allows us to have healthier communities and helps students make more informed choices as citizens.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>This course requires students to identify cultural and social perspectives of the region of the Spanish-speaking world that is the focus of the course, to identify social consequences of human activity, and to identify and analyze their own cultural filters.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	
<p>D. Ability to reason qualitatively and quantitatively.</p>	
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>This course teaches the ability to conceptually organize experience and discern its meaning by:</p> <ol style="list-style-type: none"> 1) helping the student to identifying and analyzing his/her own cultural filters and determining how these cultural filters may affect his/her interpretation of experience 2) helping the student to identify how his/her own cultural filters may alter the meaning derived from experience. This course also asks students to view human experience from new cultural and social perspectives that may or may not coincide with the student's own cultural perspective. These new perspectives may derive from class lectures and/or from the analysis of literature, film, art, dance, music, language, philosophy, religion and/or other forms of expression from the given Spanish-speaking region(s). Therefore the student learns to analyze experience through two different lenses and to discern what meaning or meanings are derived from their own cultural filter and cultural perspective and what meaning or meanings are derived from new cultural perspectives gained in the class.
<p>F. Aesthetic and artistic values.</p>	<p>This course teaches students to develop aesthetic and artistic values by asking them to analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.</p>

G. Understanding of the ethical and social requirements of responsible citizenship.	
---	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters**Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Identify cultural and social perspectives of the region
- Identify social consequences of human activity
- Identify and analyze one's own cultural filters
- Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
- Examine the origins and influences of ethical or aesthetic traditions of the region.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

Students will examine the origins and influences of the ethical or aesthetic traditions of the Spanish-speaking region, including those of indigenous, African, and European origin. Students will critically analyze expressions of the regional culture such as literature, film, art, dance, music, language, philosophy, religion. Students will also explore the meaning of the specific techniques and conventions of some cultural expressions such as literature, film, art, dance, music, language, philosophy, and religion.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local

Students will identify the cultural and social perspectives of the Spanish-speaking region, as well as their own cultural filters. By identifying the consequences of human activity on the region, students will be prepared to engage more fully in a variety of issues relating to this region.

and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.d>
[OC](#)

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	SPA 270A	Course Title	Writers of the Spanish-speaking World
---------------------------	----------	--------------	---------------------------------------

Course Credits:	3	Gen Ed Category:	Arts and Letters
-----------------	---	------------------	------------------

Course Description:	Hispanic culture through reading, conversation, and writing. Specific regional and topical focus is subtitled in the schedule when offered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, **at least four elements** of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	<p>This course requires students to identify cultural and social perspectives of the specific region of the Spanish-speaking world that is the focus of the course, and to identify and analyze their own cultural filters.</p> <p>In this course students will develop a deeper sense of the cultural and historical issues of a particular region of the Spanish-speaking world; they will also compare this culture to their own and analyze ways in which the two interact and affect each other. In doing so, students will also be able to reflect and gain a deeper global perspective which leads them to be more tolerant, empathetic and appreciative. Many of the contemporary issues that we face today in our social and political arenas, such as immigration, education, language of use, and employment issues, are controversial. Understanding</p>
---	--

	our global cultural connections, our histories and our interdependence allows us to have healthier communities and helps students make more informed choices as citizens.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	This course requires students to identify cultural and social perspectives of the region of the Spanish-speaking world that is the focus of the course, to identify social consequences of human activity, and to identify and analyze their own cultural filters.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	This course teaches the ability to conceptually organize experience and discern its meaning by: 1) helping the student to identifying and analyzing his/her own cultural filters and determining how these cultural filters may affect his/her interpretation of experience 2) helping the student to identify how his/her own cultural filters may alter the meaning derived from experience. This course also asks students to view human experience from new cultural and social perspectives that may or may not coincide with the student's own cultural perspective. These new perspectives may derive from class lectures and/or from the analysis of literature, film, art, dance, music, language, philosophy, religion and/or other forms of expression from the given Spanish-speaking region(s). Therefore the student learns to analyze experience through two different lenses and to discern what meaning or meanings are derived from their own cultural filter and cultural perspective and what meaning or meanings are derived from new cultural perspectives gained in the class.
F. Aesthetic and artistic values.	This course teaches students to develop aesthetic and artistic values by asking them to analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
G. Understanding of the ethical and social requirements of responsible citizenship.	The course asks students to identify social consequences of human activity and to identify and analyze their own cultural filters.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Identify cultural and social perspectives of the region
- Identify social consequences of human activity
- Identify and analyze one's own cultural filters
- Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
- Examine the origins and influences of ethical or aesthetic traditions of the region.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

Students will examine the origins and influences of the ethical or aesthetic traditions of the Spanish-speaking region, including those of indigenous, African, and European origin. Students will critically analyze expressions of the regional culture such as literature, film, art, dance, music, language, philosophy, religion. Students will also explore the meaning of the specific techniques and conventions of some cultural expressions such as literature, film, art, dance, music, language, philosophy, and religion.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local

Students will identify the cultural and social perspectives of the Spanish-speaking region, as well as their own cultural filters. By identifying the consequences of human activity on the region, students will be prepared to engage more fully in a variety of issues relating to this region.

and global issues”?*

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	SPA 271A	Course Title	Women Writers of the Spanish-speaking World
---------------------------	----------	--------------	---

Course Credits:	3	Gen Ed Category:	Arts and Letters
-----------------	---	------------------	------------------

Course Description:	Literature (in translation) written by Spanish-speaking women. Examine diverse works and explore perspectives and experiences of women in Spanish-speaking countries. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, **at least four elements** of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	This course requires students to identify cultural norms and perspectives of women of the Spanish-speaking world, and to identify and analyze their own cultural filters.
---	---

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	This course requires students to identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied. Students will also identify salient issues affecting women of the Spanish-speaking world, including but not limited to those of power, privilege, oppression, and movements for social change.
--	--

the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	<p>This course teaches the ability to conceptually organize experience and discern its meaning by:</p> <ol style="list-style-type: none"> 1) helping the student to identifying and analyzing his/her own cultural filters and determining how these cultural filters may affect his/her interpretation of experience 2) helping the student to identify how his/her own cultural filters may alter the meaning derived from experience. This course also asks students to view human experience from new cultural and social perspectives that may or may not coincide with the student's own cultural perspective. These new perspectives may derive from class lectures and/or from the analysis of literature, film, art, dance, music, language, philosophy, religion and/or other forms of expression from the given Spanish-speaking region(s). Therefore the student learns to analyze experience through two different lenses and to discern what meaning or meanings are derived from their own cultural filter and cultural perspective and what meaning or meanings are derived from new cultural perspectives gained in the class.
F. Aesthetic and artistic values.	<p>This course teaches students to develop aesthetic and artistic values by asking them to analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.</p>
G. Understanding of the ethical and social requirements of responsible citizenship.	<p>The course asks students to identify social consequences of human activity and to identify and analyze their own cultural filters.</p>

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Analyze, through writing and discussion, diverse literature by women of the Spanish-speaking world
- Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied
- Identify distinct literary voices
- Identify salient issues affecting women of the Spanish-speaking world, including but not limited to those of power, privilege, oppression, and movements for social change
- Identify specific cultural norms, perspectives, and forms of expression in literary works by women of the Spanish-speaking world
- Examine one's own cultural filters in reference to cultural practices and perspectives presented in the literature

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters,

Students will examine the origins and influences of the ethical or aesthetic traditions of the literature studied. They will also explore specific techniques and conventions of literary expressions in a variety of genres.

making use of the creative process to enrich the quality of life"?**	
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Students will identify the cultural and social perspectives of the Spanish-speaking region, as well as their own cultural filters. By identifying the consequences of human activity on the region, students will be prepared to engage more fully in a variety of issues relating to women.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SPA 260 A	Course Title:	Hispanic culture
---------------------------	-----------	---------------	------------------

Course Description:	Hispanic culture through reading, conversation, and writing. Specific regional and topical focus is subtitled in the schedule when offered, as well as language in which the course is taught. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one's own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. 5. Examine the origins and influences of ethical or aesthetic traditions of the region.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one's own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
--	--

	5. Examine the origins and influences of ethical or aesthetic traditions of the region.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course will require students to identify their own culturally based assumptions and stereotypes about the Spanish-speaking world. Students will analyze major components of value systems present in the Spanish-speaking world within the framework of their historical evolution.</p> <p>Students will also analyze how distinct cultural assumptions and practices in the Spanish-speaking world evolve over time, geographic area, and immigration patterns.</p> <p>These themes will be explored through a variety of modes including but not limited to: film, readings, performances, art, music, discussion, community-based projects, etc.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SPA 261 A	Course Title:	Hispanic culture
---------------------------	-----------	---------------	------------------

Course Description:	Hispanic culture through reading, conversation, and writing. Specific regional and topical focus is subtitled in the schedule when offered, as well as language in which the course is taught. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one's own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. 5. Examine the origins and influences of ethical or aesthetic traditions of the region.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one's own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
--	--

	5. Examine the origins and influences of ethical or aesthetic traditions of the region.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course will require students to identify their own culturally based assumptions and stereotypes about the Spanish-speaking world. Students will analyze major components of value systems present in the Spanish-speaking world within the framework of their historical evolution.</p> <p>Students will also analyze how distinct cultural assumptions and practices in the Spanish-speaking world evolve over time, geographic area, and immigration patterns.</p> <p>These themes will be explored through a variety of modes including but not limited to: film, readings, performances, art, music, discussion, community-based projects, etc.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SPA 262 A	Course Title:	Hispanic culture
---------------------------	-----------	---------------	------------------

Course Description:	Hispanic culture through reading, conversation, and writing. Specific regional and topical focus is subtitled in the schedule when offered, as well as language in which the course is taught. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one's own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression. 5. Examine the origins and influences of ethical or aesthetic traditions of the region.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> 1. Identify cultural and social perspectives of the region 2. Identify social consequences of human activity 3. Identify and analyze one's own cultural filters 4. Analyze historical and cultural works of the region from a variety of genres, including but not limited to literature, film, art, dance, music, language, philosophy, religion, and other forms of expression.
--	--

	5. Examine the origins and influences of ethical or aesthetic traditions of the region.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course will require students to identify their own culturally based assumptions and stereotypes about the Spanish-speaking world. Students will analyze major components of value systems present in the Spanish-speaking world within the framework of their historical evolution.</p> <p>Students will also analyze how distinct cultural assumptions and practices in the Spanish-speaking world evolve over time, geographic area, and immigration patterns.</p> <p>These themes will be explored through a variety of modes including but not limited to: film, readings, performances, art, music, discussion, community-based projects, etc.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Sarah Bentley	Sarah.bentley@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SPA 270A	Course Title:	Writers of the Spanish-speaking World
---------------------------	----------	---------------	---------------------------------------

Course Description:	Literature (in translation) written by Spanish-speaking writers. Examine diverse works and explore perspectives and experiences of writers in Spanish-speaking countries.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze, through writing and discussion, diverse literature by writers of the Spanish-speaking world 2. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 3. Identify distinct literary voices 4. Identify salient issues affecting people of the Spanish-speaking world, including but not limited to those of power, privilege, oppression, and movements for social change 5. Identify specific cultural norms, perspectives, and forms of expression in literary works by a variety of writers of the Spanish-speaking world <p>Examine one's own cultural filters in reference to cultural practices and perspectives presented in the literature</p>
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	<ol style="list-style-type: none"> 1. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 2. Identify salient issues affecting people in the Spanish-speaking world,
--	--

Criteria.	<p>including but not limited to those of power, privilege, oppression, and movements for social change</p> <p>3. Identify specific cultural norms, perspectives, and forms of expression in literary works by writers of the Spanish-speaking world</p> <p>4. Examine one's own cultural filters in reference to cultural practices and perspectives presented in the literature</p>
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course will require students to identify their own culturally based assumptions and stereotypes the Spanish-speaking world. Students will analyze and appreciate diverse voices of writers in the Spanish-speaking world within the framework of their historical evolution.</p> <p>Students will also analyze how distinct cultural assumptions and practices in the Spanish-speaking world evolve over time, geographic area, and due to other elements of social change.</p> <p>These themes will be explored through a wide variety of writing styles and genres from diverse time periods and geographic and cultural settings.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Jan Underwood	junderwo@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	junderwo

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	SPA 271A	Course Title:	Women Writers of the Spanish-speaking World
---------------------------	----------	---------------	---

Course Description:	Literature (in translation) written by Spanish-speaking writers. Examine diverse works and explore perspectives and experiences of writers in Spanish-speaking countries.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze, through writing and discussion, diverse literature by women writers of the Spanish-speaking world 2. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 3. Identify distinct literary voices 4. Identify salient issues affecting people of the Spanish-speaking world, including but not limited to those of power, privilege, oppression, and movements for social change 5. Identify specific cultural norms, perspectives, and forms of expression in literary works by a variety of writers of the Spanish-speaking world <p>Examine one's own cultural filters in reference to cultural practices and perspectives presented in the literature</p>
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	<ol style="list-style-type: none"> 1. Identify notable literary works and authors representative of the eras, geographic regions and/or social issues being studied 2. Identify salient issues affecting women of the Spanish-speaking world,
--	---

Criteria.	including but not limited to those of power, privilege, oppression, and movements for social change 3. Identify specific cultural norms, perspectives, and forms of expression in literary works by women of the Spanish-speaking world 4. Examine one's own cultural filters in reference to cultural practices and perspectives presented in the literature
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course will require students to identify their own culturally based assumptions and stereotypes the Spanish-speaking world. Students will analyze and appreciate diverse voices of writers in the Spanish-speaking world within the framework of their historical evolution.</p> <p>Students will also analyze how distinct cultural assumptions and practices in the Spanish-speaking world evolve over time, geographic area, and due to other elements of social change.</p> <p>These themes will be explored through a wide variety of writing styles and genres from diverse time periods and geographic and cultural settings.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Jan Underwood</p>	<p>junderwo@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Jan Underwood</p>	<p>junderwo</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Dave Stout</p>	<p>dstout@pcc.edu</p>

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 XX description
 X prerequisites and co-requisites
 XX outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Sign Language Interpretation Program	Submitter name Phone Email	Darcie LeMieux, 1-866-970-7933, dlemieux@pcc.edu
Current prefix and number	ASL 130	Proposed prefix and number	Same
Current course title	Deaf Studies	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
<p>Introduces two perspectives of Deaf community, past and current perspectives on education, services, employment, legislation, signers vs interpreters, signaling devices, terminology, communication system and attitudes toward language.</p> <p>Addendum to Course Description</p>	<p>Introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; Deaf people's involvement in and access to the arts; and perspectives on education. Covers services, employment, legislation, special technology, communication systems and attitudes toward languages and their impact on the Deaf community. Introduces basic terminology and explains the difference between signers and interpreters.</p>

<p>This course introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; and past and current perspectives on education. It covers services, employment, legislation, special technology, communication systems and attitudes toward languages and their impact on the Deaf community. It introduces basic terminology and explains the difference between signers and interpreters.</p>	
<p>Reason for change</p>	<p>To meet the state-wide Cultural Literacy and General Education/Discipline Studies lists and to be eligible for the AAOT degree.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
<p>Current learning outcomes</p>	<p>New learning outcomes</p>
<ul style="list-style-type: none"> • Students will explain two specify different perspectives and the history of the Deaf community and how it impacts the Deaf community as a whole. • Students will identify the names of organizations and the purpose of each organization. • Students will explain the trends and pros and cons of past and current perspectives on education and how they have changed over the time. • Students will explain what type of services, employment and special technology are available to the Deaf community. • Students will explain the pros and cons of various laws and legislation that affect Deaf people and how these laws impacts them. • Students will discuss various communication systems and attitudes toward language. 	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply an understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community, in order to use novel and creative approaches to educating the public. <input type="checkbox"/> Using an awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. <input type="checkbox"/> Use an understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society.

Reason for change	To meet the state-wide Cultural Literacy and General Education/Discipline Studies outcomes and to be eligible for the AAOT degree.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

XX Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes XX <input type="checkbox"/> no
--	--

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
XX No

Implementation term	<input type="checkbox"/> Next available term after approval XX <input type="checkbox"/> Specify term(if AFTER the next available term) Spring 2011
---------------------	--

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
-----------	-------	------

Darcie LeMieux	dlemieux@pcc.edu	10/27/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Sign Language Interpretation Program	Submitter name, phone, and email	Darcie LeMieux, 1-866-970-7933, dlemieux@pcc.edu
Course prefix and number	ASL 130	Course title	Deaf Studies
Contact and Credit Hours •1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr •1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr •1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture 3		Lecture 4	
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	30	Total weekly contact hours	40
Total credits	3	Total credits	4
Reason for change:	Increase course content require more contact hours.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website		
IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term Spring 2011	

This request will be pending until the hard copy with appropriate signatures is received by the curriculum office. Missing information may cause this request to be returned and deleted.

After submitting this form a confirmation, cost impact form, and signature page will be sent to the submitter's email address.

Then a hard copy of the request and the signature page must be signed and forwarded to the curriculum office to complete the process

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Darcie LeMieux	dlemieux@pcc.edu

SAC Chair	Name	E-mail Address
	Darcie LeMieux	dlemieux@pcc.edu

SAC Admin Liaison	Name	E-mail Address

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ASL 130	Course Title:	Deaf Studies
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; Deaf people's involvement in and access to the arts; and perspectives on education. Covers services, employment, legislation, special technology, communication systems and attitudes toward languages and their impact on the Deaf community. Introduces basic terminology and explains the difference between signers and interpreters.		
Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply an understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community, in order to use novel and creative approaches to educating the public. <input type="checkbox"/> Using an awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. <input type="checkbox"/> Use an understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	<ul style="list-style-type: none"> • Use their understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<ul style="list-style-type: none"> • Through awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world.
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> • Through awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> • Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	<ul style="list-style-type: none"> • Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public. • Use their understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public. (#1, 2, 4, 5)
- Through awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. (#2, 3, 4, 5)
- Use their understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society. (#2, 4, 5)

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

- Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

- Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public.
- Through awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world.
- Use their understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four

criteria as well as at least one of the criteria listed in the second set of three.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ASL 130	Course Title:	Deaf Studies
---------------------------	---------	---------------	--------------

Course Description:	Introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; Deaf people's involvement in and access to the arts; and perspectives on education. Covers services, employment, legislation, special technology, communication systems and attitudes toward languages and their impact on the Deaf community. Introduces basic terminology and explains the difference between signers and interpreters.
---------------------	---

Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply an understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community, in order to use novel and creative approaches to educating the public. <input type="checkbox"/> Using an awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. <input type="checkbox"/> Use an understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	<p>Upon completion of this course, successful students will be able to:</p> <ul style="list-style-type: none"> • Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public. 1, 2, A, B, C, D)
--	--

Criteria.	<ul style="list-style-type: none"> • Through awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. (1, 2, A, C, D) • Use their understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society. (1, 2, A)
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<ul style="list-style-type: none"> • Apply their understanding of the two social perspectives on the Deaf community (pathological and cultural) and how they impact the Deaf community as a whole, in order to use novel and creative approaches to educating the public. • Through awareness of the adaptations Deaf people have made, appreciate the creative, political, and technological developments of the Deaf community and their contributions to the larger society and world. • Use their understanding of the Deaf community, its history and culture to develop their roles as allies of and ethical guests in Deaf society.
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Darcie LeMieux	dlemieux@pcc.edu

SAC Chair	Name	E-mail Address
	Darcie LeMieux	dlemieux@pcc.edu

SAC Admin Liaison	Name	E-mail Address

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Sign Language Interpretation Program (SLIP)	Submitter name Phone Email	Darcie LeMieux, Chair Email: dlemieux@pcc.edu
Course Prefix and Number:	ASL 270	# Credits:	4
Course Title: 60 characters max	American Sign Language Literature	Transcript Title (30 characters max)	American Sign Language Literature
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): 0 Lab (# of hours): 0
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<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"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Emphasizes skills for generation of ASL literature including: ASL narratives, ASL storytelling, ASL poetry, ASL artistry, and other topics. Proficiency target level: Advanced/High. Sign Language Proficiency Interview may be required. Prerequisite: ASL 202 or ASL 250. Prerequisite course must have been completed within one year of class enrollment; and Sign Language Proficiency Interview within one term.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these

prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into:

Placement into:

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

Addendum to
Course
Description:

Communication and comprehension proficiencies are the main objective of the course. This course meets for 4 hours a week. This course continues the study of the major grammatical features of ASL to develop competency in communication, comprehension, and interaction in the language and culture of the Deaf. This course also focuses on ASL literature by introducing students to ASL storytelling techniques, story analysis and the techniques used to develop ASL poetry and. This course develops students' receptive skills through the use of DVDs/videotapes. Students are expected to experiment with ASL storytelling and poetry. Cultural information is shared through readings, DVDs, and classroom discussions.

This course uses curriculum from *Signing Naturally Level 3*, *American Sign Language Literature Series: Bird of a Different Feather & For a Decent Living Student DVD* and the Student Workbook (Sam Supalla & Ben Bahan), *ASL Poetry Student DVD* and *ASL Poetics* (Clayton Valli), and *A to Z: ABC Stories in ASL DVD*. Optional: *U.S. of ASL* poetry videotape by Peter Cook, *The Treasure* videotape by Ella Mae Lentz and ASL storytelling techniques modeled by instructors. The curriculum and the lessons are designed to help the students and the program satisfy the requirements of the five areas of Communication, Cultures, Connections, Comparisons, Communities outlined by the American Council on the Teaching of Foreign Languages (ACTFL). In addition, students will gain cultural awareness and appreciation of ASL and Deaf Culture.

Due to the design of the curriculum and the lessons, instructors and students will be required to have access to computers in order to use CD-ROMs and DVDs in order to teach and to do the assignments. In addition, ASL is a visual language so it is critical that the classrooms are of the appropriate size (square not long and narrow). The students will sit in a semi-circle and be able to see everyone so as to participate in the dialogues and develop their receptive skills by viewing other students and the instructor. This is critical when creating the most effective learning environment.

ASL 270 is offered for 4 hours of transferable credit. It satisfies part of the foreign language requirement for the B.A. degree, counts as an elective for the A.A. degree, and contributes to the general education requirement for other Associates Degrees.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum

Learning
Outcomes:
(Use observable
and measurable
verbs)

Upon completion of this course, students will be able to:

- Narrate and describe events in all the major time frames including relevant and supporting facts in a connected, story/concept length ASL discourse
- Apply ASL linguistic features; e.g. use of communicative strategies such as rephrasing, register, explanation or anecdote
- Apply receptive and expressive skills in ASL narratives, ASL poetry and ASL

	<p>storytelling; e.g. Deaf jokes and Deaf folktales</p> <ul style="list-style-type: none"> • Discuss the linguistic and cultural diversity within the Deaf World; appreciate and understand the morals behind culturally Deaf folktales, Deaf jokes, Deaf poetry, and be able to compare and contrast Deaf storytellers' works. • Meet the skills required for Advanced/High proficiency (ACTFL Guideline)
<p>Course activities and design: (from CCOG)</p>	<p>Uses activities and materials from <i>Signing Naturally Level 3</i>, <i>American Sign Language Literature Series: Bird of a Different Feather & For a Decent Living Student DVD</i> and the Student Workbook (Sam Supalla & Ben Bahan), <i>ASL Poetry Student DVD</i> and <i>ASL Poetics</i> (Clayton Valli), and <i>A to Z: ABC Stories in ASL DVD</i>. Optional: <i>U.S. of ASL</i> poetry videotape by Peter Cook, <i>The Treasure</i> videotape by Ella Mae Lentz and ASL storytelling techniques modeled by instructors. Students are expected to attend all classes, participate actively in classroom activities, and prepare expressive homework assignments. Students are expected to tell stories and express narratives in front of other students and the instructor. Students may video record their work in the classroom or lab or at home (as indicated by the instructor). ASL will be used in the classroom at all times. No spoken language or voice will be permitted in the classroom. Students should plan to spend at least one hour in preparation and practice outside of class for each class hour.</p>
<p>Outcomes assessment strategies:</p>	<p>Assessment strategies include observation of students' in-class receptive and expressive use of ASL storytelling/narratives, written quizzes on cultural knowledge and receptive skills, and videotaping of students' expressive use of ASL storytelling/narratives. Student competence in using ASL will be assessed by the quality of receptive and expressive preparation and participation and assignments. Attendance is an important factor but it is not used as assessment tool. As part of this course, the students will also take quizzes online through Cyber ASL.</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>Course Content (Themes, Concepts, Issues and Skills) Includes all or most of the following:</p> <ul style="list-style-type: none"> • Manages dialogues on a variety of topics • ASL Storytelling • ASL Poetry • Signing Stories – ABC stories, Handshape stories, etc. • Providing information • Analyzing ASL Stories • Manages small group discussions • Discussing/analyzing ASL literature • Discussing/analyzing ASL stories and narratives • Sharing Cartoons and jokes • Sharing short stories • Discussing/analyzing ASL Poetics • Sharing students created ASL poetry • Discussing transition markers • Narrating unforgettable moments • Sharing interesting facts • Analyzing language usage <p>Themes, Concepts and Issues: Includes all or most of the following:</p> <ul style="list-style-type: none"> • Vocabulary • ASL expressions • Plurality in ASL

- Time Signs
- Feelings
- Opinions
- Action Verbs
- ASL Storytelling techniques
- ASL Narrative structure
- Classifier s

ASL Grammar:

- Sentence Types
- Time
- Pronominalization
- Subjects and objects
- Classifier s
- Locatives
- Pluralization
- Temporal aspect
- Distributional aspect
- Transition markers

ASL storytelling and narrative techniques:

- Analyzing and discussion of ASL story and narratives
- Utilizing signing space
- Practicing role shifting
- Acting out different characters
- Showing changing perspectives
- Acting out inanimate objects (personification)
- Showing appropriate expressions
- Discussing setting a scene
- Discussing periods of time
- ASL Poetics
- Analyzing ASL poetics
- Discussing ASL rhyme
- Discussion of ASL Poetics and storytelling
- Utilizing handshape rhyme
- Showing movement rhyme
- Showing location rhyme
- Showing palm orientation rhyme
- Utilizing non-manual signal rhyme
- Discussing symbols and metaphors
- Discussing classifier predicates
- Discussing personification and irony
- Discussing stanza, meter and rhythm
- Spatial agreement
- Character development
- Movement of characters and objects
- Discussing placement
- Discussing classifier predicates
- Discussing personification and irony

	<ul style="list-style-type: none"> • Discussing rhythmic sign movement • Discussing metamorphosis • Verb inflections • Cultural Information <p>Cultural Information:</p> <ul style="list-style-type: none"> • Deaf Theaters, events, and clubs • Deaf Actors, Actresses, Performers, and other well-known Deaf people • ASL Storytelling • Narratives • Deaf Jokes • Accessibility • Comparative cultural analysis of: <i>For a Decent Living</i> and <i>Bird of a Different Feather</i> • A Deaf experience: <i>Bird of a Different Feather</i> • A Deaf Experience: <i>For a Decent Living</i> <p>Process Skills:</p> <ul style="list-style-type: none"> • Participate actively through conversation, demonstration, modeling, visual readiness, storytelling, narratives and videotaping. • Discover patterns and meaning in the language through dialogues, storytelling and narratives • Receive information and express as clearly in ASL. • Work collaboratively with all students in the class • Prepare expressive content using ASL storytelling and narratives that illustrate that these goals have been reached.
Reason for the new course	Analyze and develop an appreciation of ASL Literature and Deaf Culture from a Deaf perspective.

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

- required or support for major
 general education distribution requirement

Check all that apply	<input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC	

courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email
Darcie LeMieux	dlemieux@pcc.edu
SAC Administrative Liaison	Email

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Religious Studies	Submitter name	Martha Bailey
		Phone	503-244-6111 x3096
		Email	mbailey@pcc.edu
Current prefix and number	R 210	Proposed prefix and number	
Current course title	World Religions	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
A general survey course that examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism and Islam. Attention is given to their founs and history, myths and doctrines, rituals and traditions, and social and personal ethics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism, and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Correct typo and start with active verb.
-------------------	--

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>Use an understanding of the world’s religions to interact appropriately with practitioners of those religions.</p> <p>Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs.</p> <p>Recognize and reflect on the impact of religion in relation to world events and cultures.</p>	<ol style="list-style-type: none"> 1. Articulate an understanding of the world’s religions to interact appropriately with practitioners of those religions. 2. Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs. 3. Engage in critical thinking in order to recognize and reflect on the impact of religion in different cultures and on global events. 4. Examine the history and development of the world’s religions, including their myths and doctrines, personal and social ethics, as well as their interactions with each other and how they are modified as they spread to surrounding cultures.

Reason for change	To make explicit what already happens in the course, for the purpose of meeting the new statewide Cultural Literacy standards.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

x Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

x Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

No

Implementation term Next available term after approval
 Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
James Harrison	jharriso@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Martha Bailey	mbailey@pcc.edu

SAC Chair	Name E-mail	Address
	James Harrison	jharriso@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Nancy Wessel	nancy.wessel@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	R 210	Course Title:	World Religions
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism, and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Articulate an understanding of the world's religions to interact appropriately with practitioners of those religions. 2. Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs. 3. Engage in critical thinking in order to recognize and reflect on the impact of religion in different cultures and on global events. 4. Examine the history and development of the world's religions, including their myths and doctrines, personal and social ethics, as well as their interactions with each other and how they are modified as they spread to surrounding cultures. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>A study of the beliefs and practices of the world's major religions provides an essential key for students to understand their own culture and other cultures in both the US and rest of the world. The course includes a study of the Judeo-Christian religions, which have a profound (though not widely understood) influence on American and western culture. The class also studies the major religions of Asia and the Middle East, which likewise shape the cultures of those regions. By studying many distinct religions during the course of one term, students have an opportunity to understand their culture more clearly by observing its contrasts with other cultures.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>Students will study the historical development of the world's religions and the place of these religions in the contemporary world. Students will have the opportunity to place their own religious beliefs and practices in this broader historical context. For many of the religions, gender roles are, or have been, of central importance. For all of the religions to be studied, students will consider a range of social factors that shape the cultural expression of those religions, both currently and historically.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>The world's religions address fundamental issues about how human beings should understand both the self and the environment, both natural and technological, and how they should live in relation to these concepts. Students will study a variety of religious traditions, including their teachings about the relationship of humans as individuals and groups to the rest of nature and to society. Because of the historical aspect of this class, students will have the opportunity to see how these teachings and their expressions in societies have evolved over the centuries. They will also have the opportunity to contemplate their own personal perspectives on these fundamental issues as they study the teachings that the various religions provide.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>The course primarily focuses on qualitative reasoning as students are asked to consider the implications of each religion's views and the nature of interactions between religions.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Students will study a broad spectrum of religious experiences, ranging from transcendent experiences of founders of the religions to those of the practitioners of the religion in meditation, prayer, ritual, pilgrimage, and other religious activities. Students may have their own individual and family religious experiences to draw upon as well. The course requires students organize this broad range of religious experiences conceptually to make sense of them. Studying each experience in comparison to similar and contrasting experiences also provides a tool for understanding all the experiences more deeply.</p>

<p>F. Aesthetic and artistic values.</p>	<p>Many of the world's religions express their understanding of divinity in artistic ways, including sculpture, paintings, architecture, music, dance, and literary expressions. Students will be exposed to a variety of these artistic expressions. Also, as students deepen their understanding of religion and its role in culture, they will be better able to recognize religious themes in artistic expressions in the larger society.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>America is a multi-cultural society, and through the class students will gain an awareness of the beliefs and practices of the dominant religious groups that form the mosaic of our democratic society. Students will also gain a fuller understanding of the role of religious and moral conflict and agreement in our society, allowing them to become more informed citizens. Students will encounter differing religious perspectives on the proper role of the individual citizen in society. An awareness of this range of perspectives, in addition to a greater understanding of the Judeo-Christian religions that shape American culture, will help students to understand more fully the role of religious freedom in our own culture.</p>

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Use an understanding of the world's religions to interact appropriately with practitioners of those religions.
2. Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs.
3. Recognize and reflect on the impact of religion in relation to world events and cultures.
4. Examine the history and development of the world's religions, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course introduces students to the world's religions, including history, ritual, and beliefs, as well as how religions are studied from an academic perspective, providing them a basis to understand and engage with individuals and systems influenced by the religions. Students encounter the religions through a variety of means and learn appropriate responses to the various aspects of each religions, to use both within and beyond the classroom, in academic and ordinary contexts.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

The course introduces students to the various approaches to the human condition offered by the different world religions, including the variety of differing ethical expectations, requiring students to consider similarities and differences between the religious answers offered. Students analyze how the answers influence various positions on issues that are local and global for each tradition, and the impact of the positions on world events.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	R 210	Course Title:	World Religions
---------------------------	-------	---------------	-----------------

Course Description:	Examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism, and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Articulate an understanding of the world's religions to interact appropriately with practitioners of those religions. 2. Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs. 3. Engage in critical thinking in order to recognize and reflect on the impact of religion in different cultures and on global events. 4. Examine the history and development of the world's religions, including their myths and doctrines, personal and social ethics, as well as their interactions with each other and how they are modified as they spread to surrounding cultures.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	All of the outcomes 1. through 4. do.
--	---------------------------------------

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the

course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The course covers eight major religious traditions as well as considering the role of indigenous religious traditions, providing students the opportunity to learn about the historical development of the religions and the resulting cultures, values and beliefs of each, as well as considering the historical relationships between the religions and comparing how the differences in history and culture influence contemporary actions and attitudes of practitioners of the traditions. Students consider how to relate appropriately, with sensitivity and empathy, to people of different religions, based on the differing views held. Because this class is required or recommended for nursing students by some universities, class discussion includes a focus on interaction in health-care settings.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Martha Bailey</p>	<p>mbailey@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>James Harrison</p>	<p>jharriso@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Nancy Wessel</p>	<p>nancy.wessel@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English/Writing	Submitter name	Bryan Hull
		Phone	977-4836
		Email	bhull@pcc.edu
Current prefix and number	ENG 207	Proposed prefix and number	No change
Current course title	World Literature – Asia (India)	Proposed title (60 characters max)	No change
Reason for title change	To meet the new Cultural literacy revision requirement	Proposed transcript title (30 characters max)	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces students to Indian literature in English (for the most part, translated) from ancient to contemporary. May include such works and authors as hymns from the Rig Veda, The Ramayana, classical poetry, and the twentiethcentury authors Narayan, Ved Mehta and Arundhati Roy. Prerequisite: WR 115 and RD 115 or equivalent placement	No change

test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1) Gain an appreciation of Indian literature 2) Explore multiple critical approaches to text, including those approaches that may help illuminate how East Indians critics debate literary works (example; the concept of rasa and its importance in understanding classical drama and poetry) 3) Make connections among texts and historical, economic, religious, regional, cultural and caste contexts. 4) In particular, recognize the importance of Hinduism, Buddhism, Islam and other key religions in studying the literature. 5) As well explore the impact of British colonial rule on modern and contemporary literature and culture. 6) Identify relationships between form and meaning as they change throughout history and genre. 7) Write about literature, both formally and informally, using standard English conventions of grammar and style. 8) Recognize the impact of Indian worldwide diaspora, both on Indian literature and the various literary traditions throughout the world. 9) Reflect on the limits and potential of translation 	<p>Upon completion of English 207 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture. 2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting. 3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions. 4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community. 5) Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

- 10) Understand the orality and literacy in the development of Indian literature
- 11) Develop skills of literary analysis and recognize the limits of such analysis, such as those inherent in cultural differences and perceptions, including the challenge of reading spiritual or religious teaching texts as literature.
- 12) Write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style.

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: . WR 115, RD 115

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: . No change

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes

x no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Fall, 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	10/27/2010
Angie Berdahl	aberdahl@pcc.edu	
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Thomas Huminski
		Phone	X4636
		Email	thuminsk@pcc.edu
Current prefix and number	ENG 208	Proposed prefix and number	ENG 208
Current course title	World Literature-Asian (China)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces students to Chinese literature in English (for the most part, translated) from ancient to contemporary. This course may include such works and authors as The Book of Songs, The Analects, the Tao Te Ching, Li Po, Du Fu, Journey to the West, and contemporary writers such as Ding Ling, Wang Meng, Liu Pin-yeng, Shi Tiesheng, Chen Ran, and Li Xiao. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	Introduces Chinese literature translated into English, from the oldest texts (ca. 1000 BCE) to contemporary works. Includes poetry, fiction, nonfiction, drama, and film. Examines the cultural and historical importance of Confucianism, Daoism, and Buddhism on Chinese literature.

Reason for change	The new version describes the course in more detail, better coincides with the outcomes, and does so without mentioning specific writers who may not be on the syllabus and whose names potential students would not recognize anyway.
-------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> · Gain an appreciation of Chinese literature. · Understand characteristics of texts from each major period (e.g. Tang, Song, Yuan, Ming, etc.). · Explore multiple critical approaches to text, including those approaches that may help illuminate how Chinese critics debate literary works. · Make connections among texts and historical, economic, religious, and cultural contexts. · In particular, recognize the importance of Confucianism, Buddhism, Taoism and other key religions in studying the literature. · Identify relationships between form and meaning as they change throughout history and genre. · Write about the literature, both formally and informally, using standard English conventions of grammar and style. · recognize the limits and potential of translation. · Understand the interplay of orality and literacy in the development of Chinese literature. · Develop skills of literary analysis and recognize the limits of such analysis, such as those inherent in cultural differences and perceptions, including the challenge of reading spiritual or religious texts as literature. · Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 	<ol style="list-style-type: none"> 1. Recognize differences between Chinese and Western concepts of literature and explain how these differences affect what we read and how we read it. 2. Explain the limits of translation, especially in regard to core Chinese concepts that have no equivalent concept in English. 3. Distinguish the traditional literature of the bureaucratic class from traditional folk literature and recognize the cross influences of the two traditions. 4. Read works of Chinese literature with an understanding of the cultural and historical importance of Confucianism, Daoism, and Buddhism. 5. Write clear, focused, coherent essays about Chinese literature for an academic audience, using standard English conventions of grammar and style.

Reason for change	The original outcomes were vague, and there was overlap between some.
-------------------	---

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: . WR 115, RD 115 or equivalent placement test scores

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen@pcc.edu	Oct, 27, 2010
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	Oct, 27, 2010

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- x description
- prerequisites and co-requisites
- x outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp/Lit	Submitter name	Andrew Cohen
		Phone	8019
		Email	Andrew.cohen
Current prefix and number	ENG 209	Proposed prefix and number	
Current course title	World Literature-Asian (Japan)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces students to Japanese literature (translated into English) from the earliest poems to contemporary novels, films, and animation. The readings will include such works and authors as the Man yoshu, The Tale of Genji,	Introduces a range of Japanese texts and films in order to explore the artistic, social, political, and historical characteristics of Japanese literature from the earliest poems to contemporary novels. Explores movements in literary and artistic traditions from multiple periods (e.g., Heian, Meiji) and analyzes how texts emphasize or resist the values of each historical moment. Considers issues of social class, religion, and aesthetics as they apply to creative works

The Pillow Book, and the twentieth century novelists Kawabata, Enchi, Mishima, and Murakami.	
Reason for change	To better reflect course and its goals.

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>Gain an appreciation of Japanese literature.</p> <p>Understand characteristics of texts from each major period (e.g. Heian, Muromachi, Edo).</p> <p>Understand the connections among Japanese literature, culture, and history.</p> <p>Understand the ways in which Japanese artistic aesthetics have carried through from classical works to contemporary forms such as anime and manga.</p> <p>Explore ways to approach a text from both Western and Eastern perspectives, particularly regarding plot structure and poetics.</p> <p>Understand the ongoing cross-cultural influences between Japan and America, both in literature and in popular culture.</p> <p>Recognize the importance of Shinto, Buddhism, and Christianity in Japanese literature.</p>	<ol style="list-style-type: none"> 1. Read Japanese literature and discuss the aesthetics of its periods (e.g. Heian, Muromachi, Edo, etc). 2. Explain the limitations of translation into English, particularly the fundamental challenge of language-embedded value systems. 3. Read Japanese literature with a knowledge of important religious concepts and historical events (e.g.. Shintoism, Buddhism, the policy of isolationism, the bombing of Hiroshima and Nagasaki, westernization, etc). 4. Write literary analysis that demonstrates an awareness of the different style of thought available in the literature of Japan. 5. Identify works of literature from classical Japanese writers and trace the continuation of their legacy in contemporary texts.

<p>Write formally and informally about the literature, using Standard English. Develop skills of literary analysis and recognize the limits of such analysis. Recognize the potential and limitations of translations. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.</p>			
Reason for change	To better reflect course and its goals.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x Placement into: . WR121			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	11/10/10
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	11/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Diane Kamali & Vandoren Wheeler
		Phone	X 8026
		Email	van.wheeler@pcc.edu
Current prefix and number	ENG 213	Proposed prefix and number	ENG 213
Current course title	Latin American Literature	Proposed title (60 characters max)	Latin American Literatures
Reason for title change	Latin America is composed of multiple countries, and multiple literatures	Proposed transcript title (30 characters max)	Latin American Literatures

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	
Explores fiction, poetry, drama, myths, and more from Latin America. Includes works of Hispanic, Indigenous, and Afro-Caribbean origin. All readings are in English.		Explores fiction, creative non-fiction, poetry, drama, myth, and other texts from Latin America. Includes works from many cultures and ethnicities from Latin America, including indigenous peoples. All readings are in English.	
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Read and discuss the literary elements in a variety of texts (texts here is meant in its broader sense and may include music, architecture, weaving, and art forms such as murals.)</p> <p>Examine and describe the elements which distinguish literary forms such as magical realism, social realism, and testimonial.</p> <p>Explore how such influences as religion, economics, environment, political and social history, and gender are revealed through literary expression.</p> <p>Identify themes and metaphors and explain how these point to particular world views.</p> <p>Explore otherness by studying the issues of identity and alienation presented in the text, describing the layers of identity portrayed through characters and cultures and paying particular attention to the creation and dissolution of various types of borders.</p> <p>Compare and contrast social, religious, political, gender, generational, and environmental issues raised in these texts with those seen in the world at hand (this presents the students an opportunity to discuss areas in which they feel commonalities exist between their world(s) and the fictional worlds and to point out where they feel alien to those worlds).</p> <p>Discuss the writers’ explorations of the role of the storyteller in various Latin American and indigenous societies.</p> <p>Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar</p>	<ol style="list-style-type: none"> 1. Read and discuss the literary forms and elements in a variety of texts (“texts” here is meant in its broadest sense and may include music, architecture, weaving, and visual arts). 2. Compare and contrast the social, religious, political, economic, gender, generational, and environmental issues raised in these texts with those seen in the world at hand. 3. Explain how literary themes and metaphors express particular world views. 4. Explore Otherness by studying the issues of identity and alienation present in the texts, describing the layers of identity portrayed through characters and cultures and paying particular attention to the creation and dissolution of various types of borders. 5. Discuss the writers’ explorations of the role of the storyteller in various Latin American and indigenous societies. 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

and style.			
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	
		X no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes X No			
Implementation term	X Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	7/10/2010
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	7/10/2010

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name Phone Email	Caroline Le Guin 977-8086 caroline.leguin@pcc.edu Martha Henning 977-8015 mhenning@pcc.edu Nancy Casciato 977-4845 ncasciat@pcc.edu Melody Wilson 978-5009 mawilson@pcc.edu
Current prefix and number	ENG 222	Proposed prefix and number	ENG 222
Current course title	Images of Women in Literature	Proposed title (60 characters max)	Images of Women in Literature
Reason for title change	N/A	Proposed transcript title (30 characters max)	Images of Women in Literature
<p>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</p>			
Current Description		Proposed Description	

<p>Challenges students to explore images of women in literature. Focuses on portrayal of the feminine in mythology; conventional images in Western literature; literature of non-Western cultures or that of other groups within Western culture in relation to specific themes; or a combination of these. Students practice literary analysis. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.</p>	<p>Explores images of women as they appear in a diverse range of texts from across a variety of cultures and historical periods. Focuses on how both men and women have imagined and represented femininity and femaleness in ways that can challenge, reinforce and/or reconfigure culturally-based perceptions, behaviors and practices.</p>
<p>Reason for change</p>	<p>To better reflect the course's cultural literacy designation and more accurately reflect content.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p><u>Appreciation</u></p> <ul style="list-style-type: none"> • Articulate ways in which the text constructs images of women. • Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. • Appreciate an apparently simple text as a complex fabric or document. <p><u>Context</u></p> <ul style="list-style-type: none"> • Recognize images of women in the text as products of particular cultures and historical movements. • Understand the text within the context of a literary tradition or convention. • Acknowledge the possibility of multiple interpretations of a text. • Recognize the text's relationship to different art forms. <p><u>Form/Structure</u></p> <ul style="list-style-type: none"> • Recognize the variety of stylistic choices that authors make within given forms, and how they affect the creation of images of women in 	<p>Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.</p> <p>Locate (find and place) representations of women within various literary traditions, conventions, and in relation to other forms of artistic expression.</p> <p>Recognize stylistic choices authors make within given forms and the ways they affect the creation of images of women in literature.</p> <p>Explore how form influences meaning in complex documents that invite multiple interpretation.</p> <p>Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and style.</p>

<p>literature. This may include decisions about theme, image, character, plot, setting, voice, point of view, figurative language, etc.</p> <ul style="list-style-type: none"> • Use knowledge of form as a tool to analyze the text, as well as to demonstrate how form influences meaning. <p><u>Analysis</u></p> <ul style="list-style-type: none"> • Evaluates various interpretations of a text and their validity through reading, writing, and speaking, and through individual and group responses. • Through close reading of a text, discover and analyze the support/evidence for a particular interpretation. • Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and style. 			
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X no
--	--------------------------------------

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes X No	
--------------------------------------	--

Implementation term	X Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
---------------------	--

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Michael McDowell,
		Phone	8012,
		Email	mmcdowel@pcc.edu
Current prefix and number	ENG 240	Proposed prefix and number	
Current course title	Introduction to Native American Literatures	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Studies oral and written composition by Native Americans from both before and after contact with Euro-Americans. Provides historical, geographical, political, social, religious, linguistic, aesthetic and ethnopoetic contexts for understanding the various tribal literatures studied. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	Studies oral and written composition by Native Americans from both before and after contact with Euro-Americans. Provides historical, geographical, political, social, cultural, religious, linguistic, aesthetic, and ethnopoetic contexts for understanding the various tribal literatures studied. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.
-------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of individual tribal literatures and their relationship to the art, ritual, theatre, religion, and daily life in which the literature is usually embedded. 2. Relate specific tribal literatures to the geographical, historical, and social environments which have produced them. 3. Explain the usual impossibility of separating traditional Native literatures from the landscapes in which they were composed. 4. Explain the central role which language plays in cultural self-identification and continued existence. 5. Recognize lack of closure as a characteristic of much Native American writing; understand the importance of uncertainty; understand how and why changes in meanings of many Native American texts depend upon circumstances and audience. 6. Explain the roles of vision power, dream power, animal power, rational power and spiritual power in Native literatures. 7. Explain the roles of Euro-American federal governments (of Canada, the United States, perhaps Latin American countries) in the lives and literature of Native American groups. 8. Define fully some concepts central to the study of Native literatures, such as myth time, ethno-poetics, storytelling, hozho, trickster, shooting an arrow, power, sacred, medicine, prehuman flux, and orality. 9. Recognize the varying and blurred genres of Native literatures and their relative acceptance by or invisibility to Euro-American literary standards. 10. Understand the importance of the concept of respect in many Native American tribal groups, and demonstrate respect for the 	<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of individual tribal literatures and their relationship to the historic and evolving art, ritual, theatre, religion, cultural ideas, and daily life in which the literature is usually embedded. 2. Relate specific tribal literatures to the geographical, historical, and social environments which have produced them, emphasizing impossibility of separating traditional Native literatures from the landscapes in which they were composed. 3. Explain the central role which language plays in cultural self-identification. 4. Explain how culturally based assumptions on the part of both Native and Euro-American groups have influenced their perceptions, behaviors, and policies. 5. Recognize the varying and blurred genres of Native literatures and their relative acceptance by or invisibility to Euro-American literary standards. 6. Understand the importance of the concept of respect in many Native American tribal groups, and demonstrate respect for the tribal cultures whose literature the course studies, particularly regarding limits established by tribal cultures regarding sacred matters and cultural theft.

<p>tribal cultures whose literature the course studies.</p> <p>11. Explain principles of cultural theft; respect the limits established by the tribal cultures, particularly in studying sacred matters. In all material of the course, recognize that many Native American cultures believe that there are appropriate times, places, and people for some knowledge to be known, and some things simply should not be known.</p>			
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
<p>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</p>			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	27 Oct. 2010
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	27 Oct. 2010

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp/Lit	Submitter name	Michael McDowell
		Phone	8012
		Email	mmcdowel@pcc.edu
Current prefix and number	ENG 244	Proposed prefix and number	
Current course title	Introduction Asian-American Literatures	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Studies writings in English by American writers of Chinese, Japanese, Korean, Vietnamese, Filipino, Pacific Islander, and other Asian ancestry. Considers the writings in their historical, cultural, political, and social contexts. Emphasizes development of attitudes, values, and identities. Prerequisites: WR 115 and RD 115 or equivalent placement test scores.	Studies writings in English by American writers of Chinese, Japanese, Korean, Vietnamese, Filipino, Pacific Islander, and other Asian ancestry. Considers the writings in their historical, cultural, political, and social contexts. Emphasizes development of attitudes, values, and identities. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. [no change]

Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.
-------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of the various Asian American literatures. 2. Recognize the workings of ethnicity within the writings grouped under the “Asian American literatures” rubric. 3. Relate the writings to historical, cultural, and political contexts. 4. Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes. 5. Recognize the tensions between individual and representative presentations of Asian American life. 6. Recognize the play of stereotyped caricatures in the literature. 7. Recognize the role of gender differences in writings produced by male Asian American writers and by women Asian American writers. 8. Trace the incorporation of Asian folktales, stories, parables, proverbs, and other old-world literary material 9. Recognize the role of audience, or intended readership, in the presentation of Asian American life. 10. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 	<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of the various Asian-American literatures and relate the writings to their historical, cultural, and political contexts. 2. Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes, and between individual and representative presentations of Asian-American life. 3. Explain how culturally based assumptions influence perceptions and behaviors in the writings, with particular attention to the function of stereotyped caricatures. 4. Recognize the role of gender differences in writings produced by male Asian-American writers and by women Asian-American writers. 5. Trace the incorporation of Asian folktales, stories, parables, proverbs, and other old-world literary material into Asian-American literatures. 6. Recognize the role of audience, or intended readership, in the presentation of Asian-American life, and the assumptions about cultural differences the writers are making.

Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	27 Oct. 2010
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	27 Oct. 2010

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Caroline Le Guin
		Phone	x8086
		Email	caroline.leguin@pcc.edu
Current prefix and number	ENG250	Proposed prefix and number	no change
Current course title	Intro to Folklore & Mythology	Proposed title (60 characters max)	no change
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Explores origins, nature and content of myth and folklore. Offers student ability to recognize and appreciate myths from any culture. Through selected readings, students become aware of questions about life as expressed in myth. Prerequisite: WR 115 and RD 115 or equivalent placement test scores	Develops a cross-cultural perspective on myths, mythologies and folklore from around the world. Explores different theories of the cultural meanings and functions of myth, past and present. Introduces various ways of interpreting and experiencing myth and folklore as texts with oral origins.

Reason for change	Course description has been revised to better reflect the course outcomes and reflect the state-wide Cultural Literacy outcomes
-------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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>The students will:</p> <ul style="list-style-type: none"> • Connect specific myths to the cultures that produced them • Consider the ways in which collection, transcription, and scholarship constantly reinterpret an oral tradition for new generations • Examine the ways in which orality deconstructs the idea of absolute interpretation or objective reading • Explore a variety of scholarly approaches to mythology and folklore in discussion and writing • Gain an appreciation for the range and diversity of mythology and folklore • Recognize the essentially oral nature of mythology and folklore • Recognize recurring mythological themes and motifs • Recognize the role of myth in the arts • Understand the work myth does in a culture • Write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style. 	<p>Outcomes for this course require writing clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.</p> <p>Upon completion of ENG 250 with a “C” or higher, students should be able to:</p> <ul style="list-style-type: none"> • Recognize the essentially oral nature of myths and folklore and examine how the context of oral performance shapes the meaning of a story • Discuss how a diverse range of specific myths function within the cultures that produce them • Explore a variety of scholarly approaches to mythology and folklore • Recognize recurring mythological themes and motifs in traditional myths and the arts • Explore how the collection, transcription and interpretation of myths reflect a process of cultural struggle and historical patterns of domination and resistance.

Reason for change	New outcomes are streamlined and oriented towards clearly meeting the statewide Cultural Literacy outcomes.
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR115	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: RD115	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	11/5/2010
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	11/5/2010

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Christopher Rose, x5637
		Phone	Christopher.rose
		Email	
Current prefix and number	ENG 256	Proposed prefix and number	ENG 256
Current course title	African-American Literature	Proposed title (60 characters max)	African-American Literature
Reason for title change	N/A	Proposed transcript title (30 characters max)	African-American Literature

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces the literature of Americans whose roots are in Africa. Explores American and European slave narratives, as well as the African origins of African-American writing and storytelling up to the period of the Reconstruction.	Introduces the literature of Americans whose roots are in Africa. Explores American and European slave narratives, as well as the African origins of African-American writing and storytelling up to the period of the Reconstruction. .
Reason for change	N/A

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>Students should be able to:</p> <ul style="list-style-type: none"> • Understand that African American literature is part of a large body of literature written by people of African descent in Europe, Latin America and the Caribbean. • Produce independent research in African American Literature and relevant events in American and world history. • Comprehend the relationship between economics, culture, history, politics and African American literature. • Relate the Black vernacular (gospel, blues, jazz, sermons, stories and the oral tradition) to the literature. • Relate African American literature to the historical, cultural, sociological, religious, and political contexts in which it was written. • Understand the impact of Black explorers, soldiers, educators, inventors, scientists, politicians, artists and writers nationally and internationally. • Understand the impact of the Black press and other literary contributions of African Americans to America. • Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature.

Reason for change	To clarify learning outcomes and reflect Literature course standards
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Christopher Rose, x5637
		Phone	Christopher.rose
		Email	
Current prefix and number	ENG 257	Proposed prefix and number	ENG 257
Current course title	African-American Literature	Proposed title (60 characters max)	African-American Literature
Reason for title change	N/A	Proposed transcript title (30 characters max)	African-American Literature

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces the literature of Americans whose roots are in Africa. Explores the period of the Reconstruction through the Harlem Renaissance and incorporates novels, short stories, poems, journalism, autobiographies, and plays.	Introduces the literature of Americans whose roots are in Africa. Explores the period of the Reconstruction through the Harlem Renaissance and incorporates novels, short stories, poems, journalism, autobiographies, and plays.
Reason for change	N/A

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>Students should be able to:</p> <ul style="list-style-type: none"> • Understand that African American literature is part of a large body of literature written by people of African descent in Europe, Latin America and the Caribbean. • Produce independent research in African American Literature and relevant events in American and world history. • Comprehend the relationship between economics, culture, history, politics and African American literature. • Relate the Black vernacular (gospel, blues, jazz, sermons, stories and the oral tradition) to the literature. • Relate African American literature to the historical, cultural, sociological, religious, and political contexts in which it was written. • Understand the impact of Black explorers, soldiers, educators, inventors, scientists, politicians, artists and writers nationally and internationally. • Understand the impact of the Black press and other literary contributions of African Americans to America. • Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature.

Reason for change	To clarify learning outcomes and reflect Literature course standards
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	10/27/2010
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	10/27/2010

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Christopher Rose, x5637
		Phone	Christopher.rose
		Email	
Current prefix and number	ENG 258	Proposed prefix and number	ENG 258
Current course title	African-American Literature	Proposed title (60 characters max)	African-American Literature
Reason for title change	N/A	Proposed transcript title (30 characters max)	African-American Literature

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces the literature of Americans whose roots are in Africa. Emphasizes the way contemporary political and social aspirations of African Americans are reflected in the literature of the periods from the Harlem Renaissance to the present.	Introduces the literature of Americans whose roots are in Africa. Emphasizes the way contemporary political and social aspirations of African Americans are reflected in the literature of the periods from the Harlem Renaissance to the present.
Reason for change	N/A

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>Students should be able to:</p> <ul style="list-style-type: none"> • Understand that African American literature is part of a large body of literature written by people of African descent in Europe, Latin America and the Caribbean. • Produce independent research in African American Literature and relevant events in American and world history. • Comprehend the relationship between economics, culture, history, politics and African American literature. • Relate the Black vernacular (gospel, blues, jazz, sermons, stories and the oral tradition) to the literature. • Relate African American literature to the historical, cultural, sociological, religious, and political contexts in which it was written. • Understand the impact of Black explorers, soldiers, educators, inventors, scientists, politicians, artists and writers nationally and internationally. • Understand the impact of the Black press and other literary contributions of African Americans to America. • Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature.

Reason for change	To clarify learning outcomes and reflect Literature course standards
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Martha Henning 977-8015 mhenning@pcc.edu
		Phone	
		Email	Caroline Le Guin 977-8086 caroline.lequin@pcc.edu Melody Wilson 978-5009 mawilson@pcc.edu Nancy Casciato 977-4845 ncasciat@pcc.edu
Current prefix and number	ENG 260	Proposed prefix and number	ENG 260
Current course title	Introduction to Women Writers	Proposed title (60 characters max)	Introduction to Women Writers
Reason for title change	N/A	Proposed transcript title (30 characters max)	Introduction to Women Writers

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
Explores women's literary theory and writings. Students read various sorts of fiction and non-fiction from various places and periods. Prerequisite: WR 115 and RD	Explores women's writings and literary theory from diverse places and historical periods. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

115 or equivalent placement test scores.	
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>Appreciation</p> <ul style="list-style-type: none"> • Articulate ways in which the text focuses on attitudes about and experiences of gender. • Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. • Appreciate an apparently simple text as a complex fabric or document. <p>Context</p> <ul style="list-style-type: none"> • Recognize the role of gender in shaping the text as a product of a particular culture and historical moment. • Understand the text within the context of a literary tradition or convention. • Acknowledge the possibility of multiple interpretations of a text. • Recognize the text's relationship to different art forms. <p>Form/Structure</p> <ul style="list-style-type: none"> • Recognize the variety of stylistic choices that authors make to work within given forms or to challenge their conventions. This may include decisions about theme, image, character, plot, setting, voice, point of view, and figurative 	<p>Appreciate the role of gender in shaping texts as a product of particular cultures and historical moments, especially unfamiliar ones.</p> <p>Consider women's writing as a significant influence in the construction of individual and cultural experiences within specific historical contexts</p> <p>Observe elements of form, grammar, dialect, and various language devices as a means by which texts create meaning</p> <p>Challenge cultural norms and limits of analysis/criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.</p>

<p>language.</p> <ul style="list-style-type: none"> Use knowledge of form as a tool to analyze the text, as well as to demonstrate how form influences meaning. <p>Analysis</p> <ul style="list-style-type: none"> Evaluate various interpretations of a text--with special emphasis on feminist theory--through reading, writing, and speaking, and through individual and group responses. Through close reading of the text, discover and analyze the support for a particular interpretation. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 			
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes	X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
x outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name	Andrew Cohen, 8019,
		Phone	Andrew.cohen
		Email	
Current prefix and number	ENG 265	Proposed prefix and number	
Current course title	International Political Poetry	Proposed title (60 characters max)	
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Develops students' understanding of how poets address issues of class oppression, economic inequality, racism, sexism, war, and peace. Shows how poets function as prophets, precursors, dissidents, and recorders.	
Reason for change	N/A

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • To read and discuss a broad assortment of political poetry from all of the continents. • To identify and understand themes, metaphors, and symbols pertinent to international political poetry. • To learn about several of the political forces in the world that have been the primary cause of political poetry (e.g., the Holocaust, the Armenian Genocide, Apartheid, Tiananmen). • To read biographies of poets in order to understand how poetry becomes a medium that mirrors the consequences of politics on the life of the individual poet. • To learn something about the primary literary movements that pertain to the history and development of international political 	<ol style="list-style-type: none"> 1) Read analytically and discuss a broad assortment of political poetry from all continents. 2) Identify and understand themes, metaphors, and symbols pertinent to international political poetry. 3) Critically examine several political forces in the world that have been the primary cause of political poetry (e.g., the Holocaust, the Armenian Genocide, Apartheid, the Tiananmen Massacre). 4) Critically examine about some of the primary literary movements that pertain to the history and development of international political poetry, such as Romanticism, Surrealism, Futurism, Imagism. 5) Acquire in-depth knowledge of at least one case study particular to international political poetry (e.g., South African poetry on Apartheid). 6) .Write interesting, well thought-out essays on political poetry.

<p>poetry, such as Romanticism, Surrealism, Futurism, Imagism.</p> <ul style="list-style-type: none"> • To possess in-depth knowledge of at least one case study particular to international political poetry (e.g., South African poetry on Apartheid). • To experience the dynamic energy of a live spoken word performance. • To write interesting, well thought out essays on political poetry. 			
Reason for change	To stay within recommended outcome limits.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x Placement into: . WR 121			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	11/10/10
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	11/10/10

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Bryan Hull	bhull@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	andrew.cohen@pcc.edu
	Angie Berdahl	aberdahl@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	David Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number: ENG 207		Course Title:	World Literature – Asia (India_
Course Credits:	4 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Introduces students to Indian literature in English (for the most part, translated) from ancient to contemporary. May include such works and authors as hymns from the Rig Veda, The Ramayana, classical poetry, and the twentieth century authors Narayan, Ved Mehta and Arundhati Roy. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	<p>Upon completion of English 207 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture. 2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting. 3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions. 4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community. 5) Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 		

8. Address PCC’s General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively

E. ability to conceptually organize experience and discern its meaning

F. aesthetic and artistic values

G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

This course meets A, B, E and F of the college's mission.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Inherent in every class period, students are asked to compare their own culture and experience to see how it compares and contrasts with the Indian cultures that we examine over the course of the term.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The expansion of Islam, conflict between Pakistan and India, Colonial rule, globalization and the history of Indian dynasties all are historical eras that impact Indian literature, and thus are areas that we will examine in this course.
C. Understanding of themselves and their natural and technological environments.	Does not really apply
D. Ability to reason qualitatively and quantitatively.	Overall, does not apply
E. Ability to conceptually organize experience and discern its meaning.	Indian literature asks students to think about key ways that South Asians have organized their lives and to analyze the ways these experiences are structured and valued. For example, a poem may ask students to reflect one's experience in the social and economic world vs. the experience in the spiritual or ascetic life.
F. Aesthetic and artistic values.	Since we look daily at South Asian artistic form, structure and values, this is the primary way that this course meets the mission of the college.
G. Understanding of the ethical and social requirements of responsible citizenship.	Perhaps indirectly addressed in the course, but not directly.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture.
- 2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting.
- 3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions.
- 4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

With gained knowledge and experience, students can better understand this literary tradition that may have remained obscure and distant to them prior to the course. It is difficult for anyone to pick up a poem or a short story from a "foreign" tradition and to understand it enough so that it has power and impact on the reader. (There are, of course, always exceptions to this rule.) This course allows students to have access to a long, diverse tradition.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local

By choosing a wide variety of texts, and by providing students with many different tools to analyze these texts, the course teaches how to apply these tools in a diverse context. Since Indian literature is by its nature quite different than American or British literature, studying this tradition asks students to think both about their own experience here in the U.S., as well as how such experiences are the same and different from those who live and

and global issues”?*

create art in the Indian subcontinent.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Thomas Huminski	thuminsk@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ENG 208	Course Title:	World Literature-Asian (China)
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Introduces students to Chinese literature translated into English, from the oldest texts (ca. 1000 BCE) to contemporary works. Includes poetry, fiction, nonfiction, drama, and film. Examines the cultural and historical importance of Confucianism, Daoism, and Buddhism on Chinese literature. Meets cultural literacy requirement for Associate Degree.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize differences between Chinese and Western concepts of literature and explain how these differences affect what we read and how we read it. 2. Explain the limits of translation, especially in regard to core Chinese concepts that have no equivalent concept in English. 3. Distinguish the traditional literature of the bureaucratic class from traditional folk literature and recognize the cross influences of the two traditions. 4. Read works of Chinese literature with an understanding of the cultural and historical importance of Confucianism, Daoism, and Buddhism. 5. Write clear, focused, coherent essays about Chinese literature for an academic audience, using standard English conventions of grammar and style. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee

members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	ENG 208 contextualizes Chinese literature in relation to Western culture and literature. Chinese culture is profoundly different from dominant Western culture, and a large thrust of this class is to encourage students to understand Chinese culture as its reflected in Chinese literature. In particular, the course compares the concepts of Daoism, Confucianism, and Buddhism with Judeo-Christian concepts.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	China is one of the oldest continuously literate societies on earth, and ENG 208 surveys the entire history of Chinese literature (c.a. 1000 BCE to the current day). The literature is examined within its historical context, and much of this context includes landmarks in world history (e.g. Silk Road "globalization," World Wars, the Tiananmen Square massacre).
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Reasoning and critical thinking are essential pieces of textual analysis, which is a daily course activity. In addition, much of the evaluation for this course is through written essays; successful essays require careful reasoning and critical thinking.
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	ENG 208 begins with the primary question: what is literature? From its very core, this course asks students to consider aesthetic standards in general and Western standards of artistic value in particular. More specifically, the course discusses how the Chinese definition of literature differs from Western definitions and our understanding of aesthetics influences how we read and evaluate works of literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	A central element of Chinese culture is Confucianism, and a core concern of Confucianism is how to be an ethical and responsible citizen. This course examines how Confucian ethics underlie much of Chinese literature and culture.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics. You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Recognize differences between Chinese and Western concepts of literature and explain how these differences affect what we read and how we read it.
2. Explain the limits of translation, especially in regard to core Chinese concepts that have no equivalent concept in English.
3. Distinguish the traditional literature of the bureaucratic class from traditional folk literature and recognize the cross influences of the two traditions.
4. Read works of Chinese literature with an understanding of the cultural and historical importance of Confucianism, Daoism, and Buddhism.
5. Write clear, focused, coherent essays about Chinese literature for an academic audience, using standard English conventions of grammar and style.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course requires multiple levels of engagement with literature, philosophy, film, and visual art through textual analysis, group discussion, and formal and informal writing exercises. These different levels of engagement require, in turn, both creative and analytical thinking.

How does the course enable a student to "critically analyze values and ethics within a range of human

By examining Confucianism, Buddhism, and Daoism, the course asks students to consider Chinese culture and ethics in multiple contexts (Chinese, American/Western, historical, current, etc.). Through reading, discussion, and writing, students are asked to reflect on their own values and

experience and expression to engage more fully in local and global issues"?**

ethics and understand them in a global context.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Vandoren Wheeler	Van.wheeler

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Eng213	Course Title:	Latin American Literatures
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Explores fiction, creative non-fiction, poetry, drama, myth, and other texts from Latin America. Includes works from many cultures and ethnicities from Latin America, including indigenous peoples. All readings are in English.		
Course Outcomes:	<p>Upon completion of English 213 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1. Read and discuss the literary forms and elements in a variety of texts (“<i>texts</i>” here is meant in its broadest sense and may include music, architecture, weaving, and visual arts). 2. Compare and contrast the social, religious, political, economic, gender, generational, and environmental issues raised in these texts with those seen in the world at hand. 3. Explain how literary themes and metaphors express particular world views. 4. Explore Otherness by studying the issues of identity and alienation present in the texts, describing the layers of identity portrayed through characters and cultures and paying particular attention to the creation and dissolution of various types of borders. 5. Discuss the writers’ explorations of the role of the storyteller in various Latin American and indigenous societies. 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. 		

8. Address PCC’s General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college’s commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores literature from multiple countries and cultures. The mixture of Hispanic and indigenous mindsets created (and still create) dynamic literatures that are based in, and yet speak beyond, their cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understanding pre-Columbian cultures is necessary to appreciate how Hispanic literature both transformed and was transformed by indigenous ways of thinking. Gender issues arise in the texts' portrayals of women, and are later critiqued by women writers themselves, who respond in various ways to the many permutations of Latin American machismo.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning are an essential part of any textual analysis, as well as the exploration of how an author's cultural background affects the literature he or she produces.
E. Ability to conceptually organize experience and discern its meaning.	Writing clear, focused, and coherent essays requires students to conceptually organize their interpretations to create meaning.
F. Aesthetic and artistic values.	A central purpose of the class is to explore the aesthetic and artistic value of various works of literature and films.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Read and discuss the literary forms and elements in a variety of texts (“*texts*” here is meant in its broadest sense and may include music, architecture, weaving, and visual arts).
2. Compare and contrast the social, religious, political, economic, gender, generational, and environmental issues raised in these texts with those seen in the world at hand.
6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

***Note:** It must be clearly evident that the above outcomes are addressed within the course’s outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to

The course enables students to do this through the exploration—through reading, writing, and discussion—of literature from multiple countries and cultures that captures various expressions of the human condition.

engage more fully in local and global issues"?**	
--	--

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Caroline Le Guin 977-8086	caroline.leguin@pcc.edu
	Martha Henning 977-8015	mhenning@pcc.edu
	Nancy Casciato 977-4845	ncasciat@pcc.edu
	Melody Wilson 978-5009	mawilson@pcc.edu

	Name E-mail	Address
SAC Chair	Andrew Cohen	andrew.cohen@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.**

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG222	Course Title:	Images of Women in Literature
---------------------------	--------	---------------	-------------------------------

Course Credits:	4	Gen Ed Category:	Arts and Letters
-----------------	---	------------------	------------------

Course Description:	Explores images of women as they appear in a diverse range of texts from across a variety of cultures and historical periods. Focuses on how both men and women have imagined and represented femininity and femaleness in ways that can challenge, reinforce and/or reconfigure culturally-based perceptions, behaviors and practices.
---------------------	---

Course Outcomes:	<p>Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.</p> <p>Locate (find and place) representations of women within various literary traditions, conventions, and in relation to other forms of artistic expression.</p> <p>Recognize stylistic choices authors make within given forms and the ways they affect the creation of images of women in literature.</p> <p>Explore how form influences meaning in complex documents that invite multiple interpretation.</p> <p>Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and style.</p>
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The course challenges students to explore how their own culture has developed representations of women throughout history and to compare this process with other cultures
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The course traces patterns of development of how women have been conceived of and represented throughout history and across cultures.
C. Understanding of themselves and their natural and technological environments.	The course challenges students to reflect on the ways in which gender representation is tied to the representations of the natural world (wild "mother nature") and the conception of technology.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis, as well as the larger undertaking of trying to explore how the representation of women reflects and challenges fundamental cultural and conceptual frameworks.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent essays and discussing complex literary texts requires students to conceptually organize experience and to interpret meaning.
F. Aesthetic and artistic values.	A central purpose of the course is to explore and better understand the aesthetic and artistic value of various works of literature and art.
G. Understanding of the ethical and social requirements of responsible citizenship.	By challenging students to recognize how images of women affect the lived experiences of men and women –including their own—the course develops a deeper understanding of human relationship and its ethical and social demands.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.
- Locate (find and place) representations of women within various literary traditions, conventions, and in relation to other forms of artistic expression.
- Recognize stylistic choices authors make within given forms and the ways they affect the creation of images of women in literature.
- Explore how form influences meaning in complex documents that invite multiple interpretation.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The active, participatory and creative processes of reading, interpreting, reflecting on, writing about and discussing challenging texts that foreground issues of gender, give students the opportunity to awaken their creative imagination to think beyond the confines of their lived experience, to deepen their self awareness, and to strengthen their aesthetic appreciation and critical thinking.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to

The processes of reading, writing, reflection and discussion in this course challenge students to recognize how the historical construction of images of women affects the lived experiences of women and men—including their own lives—and in so doing work towards a richer and more complex

engage more fully in local and global issues”?*

understanding of gendered human relationships , both how they are experienced and how they are expressed in diverse ways.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Rachel Stevens	rstevens@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ENG 237	Course Title:	American Working Class Lit.
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	American Working Class Literature Introduces students to literature by and/or about the working class, primarily from an American perspective.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience; use this recognition to question our assumptions about the individuals with whom we interact. 2. Identify significant and recurring themes within working-class literature; analyze ways these themes relate to the issues of family, gender and the politics of work experienced by the people that we encounter on a daily basis; use this understanding to transform the range and depth of our interactions during these encounters. 3. Use the tools of literary analysis—in respectful evaluations of both traditional and nontraditional genres of working-class literature—during discussions with peers, family members, clients and coworkers. 4. Recognize that literature is produced in a historical, cultural, sociological and political context; use this understanding to recognize that the products of our own labors are also subject to these contextual considerations. 5. Write clearly about ideas and issues in working-class literature, recognizing differences between oral and written communication, as well as the ways that the audience—whether instructors, peers, family members, or co-workers—affects linguistic expectations. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students explore American working-class literature as part of American culture to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience; use this recognition to question our assumptions about the individuals with whom we interact. (See outcome #1).
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Recognize that literature is produced in a historical, cultural, sociological and political context; use this understanding to recognize that the products of our own labors are also subject to these contextual considerations. (Outcome #4).
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Write clearly about ideas and issues in working-class literature, recognizing differences between oral and written communication, as well as the ways that the audience—whether instructors, peers, family members, or co-workers—affects linguistic expectations. (Outcome #5).
E. Ability to conceptually organize experience and discern its meaning.	Write clearly about ideas and issues in working-class literature, recognizing differences between oral and written communication, as well as the ways that the audience—whether instructors, peers, family members, or co-workers—affects linguistic expectations. (Outcome #5).
F. Aesthetic and artistic values.	Use the tools of literary analysis—in respectful evaluations of both traditional and nontraditional genres of working-class literature. (Outcome #3).
G. Understanding of the ethical and social requirements of responsible citizenship.	Identify significant and recurring themes within working-class literature; analyze ways these themes relate to the issues of family, gender and the politics of work experienced by the people that we encounter on a daily basis; use this understanding to transform the range and depth of our interactions during these encounters. (Outcome #2).

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience; use this recognition to question our assumptions about the individuals with whom we interact.
2. Identify significant and recurring themes within working-class literature; analyze ways these themes relate to the issues of family, gender and the politics of work experienced by the people that we encounter on a daily basis; use this understanding to transform the range and depth of our interactions during these encounters.
3. Use the tools of literary analysis—in respectful evaluations of both traditional and nontraditional genres of working-class literature—during discussions with peers, family members, clients and coworkers.
4. Recognize that literature is produced in a historical, cultural, sociological and political context; use this understanding to recognize that the products of our own labors are also subject to these contextual considerations.
5. Write clearly about ideas and issues in working-class literature, recognizing differences between oral and written communication, as well as the ways that the audience—whether instructors, peers, family members, or co-workers—affects linguistic expectations.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

- The course enables students to interpret and engage in Working Class Literature through a combination of some or all of the following activities:
- informal responses such as quizzes, study questions or journals;
 - participation in small-and full- group discussion;
 - in-class and out-of-class writing;
 - formal academic essays;
 - presentations by individuals and groups;
 - short and long essay examinations;
 - close reading exercises using support/evidence;
 - portfolios of creative writing or visual art forms;
 - dance, theatrical or spoken-word performances;

	<ul style="list-style-type: none"> • academic essays that evaluate various interpretations of a text and their relative validity.
<p>How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**</p>	<p>The following areas of course content inevitably lead to a discussion of American working class culture and its relationship to global working class politics:</p> <ul style="list-style-type: none"> • the confines and fluidity of class identity in American culture and the influence of these questions of identity in literature by/about the working-class • ways and reasons that working-class literature has traditionally been marginalized • the relationship between working-class literature and “labor literature” • stereotypes and generalizations of working-class as primarily male, white and industrial, and the response of working-class literature to such generalizations • the ways that working-class literature identifies intersections of race, gender, ethnicity, citizenship, educational status, and sexual orientation with class identity • the necessity, when considering working-class literature, to expand traditional notions of literary genres (poetry, fiction, drama) to include forms such as letters, memoirs, oral history, songs, speeches, leaflets • rhetorical considerations, especially with regards to socio-historical context, intended audience and political purpose of working-class texts • the relationships between creativity and productivity, especially within the context of power and ownership • themes of power and powerlessness • the significance of linguistic styles in representing power relationships
<p>*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Michael McDowell	mmcdowel@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ENG 240	Course Title:	Introduction to Native American Literatures
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Studies oral and written composition by Native Americans from both before and after contact with Euro-Americans. Provides historical, geographical, political, social, cultural, religious, linguistic, aesthetic, and ethnopoetic contexts for understanding the various tribal literatures studied. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	<p>Upon completion of English 240 with a "C" or higher, students should be able to:</p> <ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of individual tribal literatures and their relationship to the historic and evolving art, ritual, theatre, religion, cultural ideas, and daily life in which the literature is usually embedded. 2. Relate specific tribal literatures to the geographical, historical, and social environments which have produced them, emphasizing impossibility of separating traditional Native literatures from the landscapes in which they were composed. 3. Explain the central role which language plays in cultural self-identification. 4. Explain how culturally based assumptions on the part of both Native and Euro-American groups have influenced their perceptions, behaviors, and policies. 5. Recognize the varying and blurred genres of Native literatures and their relative acceptance by or invisibility to Euro-American literary standards. 6. Understand the importance of the concept of respect in many Native American tribal groups, and demonstrate respect for the tribal cultures whose literature the course studies, particularly regarding limits established by tribal cultures regarding sacred matters and cultural theft. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores literature from a number of indigenous North American cultures and requires students to reflect on relationships among the tribal cultures and between tribal cultures and the dominant Euro-American culture.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The tribal literatures are studied from historical and cross-cultural perspectives. The course presents cultural narratives as well as personal narratives, often at a point of “first contact” between native and Euro-American cultures. The personal narratives are by both men and women, and from a variety of indigenous cultures.
C. Understanding of themselves and their natural and technological environments.	The course examines the “contact zone” in which tribal and Euro-American cultures meet. Inevitably such a study leads to an exploring of the differences in technology that enabled Euro-American conquest of native groups. It also leads to an exploration of the vastly different outlooks on natural environments, the native sensibility typically valuing the natural world as it is, and the Euro-American sensibility typically seeing the natural world as resources to be exploited.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays—a requirement of this and every literature course—requires students to conceptually organize experience and to begin to discern its meaning.
F. Aesthetic and artistic values.	A central purpose of the task is to explore the aesthetic and artistic value of various works of various cultures’ literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students won’t leave this class without a larger understanding of the ethical and social requirements as citizens and humans on this earth.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters**Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Recognize distinguishing characteristics of individual tribal literatures and their relationship to the historic and evolving art, ritual, theatre, religion, cultural ideas, and daily life in which the literature is usually embedded.
2. Relate specific tribal literatures to the geographical, historical, and social environments which have produced them, emphasizing impossibility of separating traditional Native literatures from the landscapes in which they were composed.
3. Explain the central role which language plays in cultural self-identification.
4. Explain how culturally based assumptions on the part of both Native and Euro-American groups have influenced their perceptions, behaviors, and policies.
5. Recognize the varying and blurred genres of Native literatures and their relative acceptance by or invisibility to Euro-American literary standards.
6. Understand the importance of the concept of respect in many Native American tribal groups, and demonstrate respect for the tribal cultures whose literature the course studies, particularly regarding limits established by tribal cultures regarding sacred matters and cultural theft.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically

The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of written and oral literatures in a

analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?*

dozen different genres representing a wide variety of powerful human experiences involving multiple cultural perspectives which originated in different parts of the world.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Michael McDowell	mmcdowel@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ENG 244	Course Title:	Introduction to Asian-American Literatures
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Studies writings in English by American writers of Chinese, Japanese, Korean, Vietnamese, Filipino, Pacific Islander, and other Asian ancestry. Considers the writings in their historical, cultural, political, and social contexts. Emphasizes development of attitudes, values, and identities. Prerequisites: WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	<p>Upon completion of ENG 244 with a "C" or higher, students should be able to:</p> <ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of the various Asian American literatures and relate the writings to their historical, cultural, and political contexts. 2. Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes, and between individual and representative presentations of Asian American life. 3. Explain how culturally based assumptions influence perceptions and behaviors in the writings, with particular attention to the function of stereotyped caricatures. 4. Recognize the role of gender differences in writings produced by male Asian American writers and by women Asian American writers. 5. Trace the incorporation of Asian folktales, stories, parables, proverbs, and other old-world literary material into Asian-American literatures. 6. Recognize the role of audience, or intended readership, in the presentation of Asian American life, and the assumptions about cultural differences the writers are making. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.

d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.	
A. Understanding of their culture and how it relates to other cultures.	The class explores literature written by American writers who come from a background of any of a number of Asian cultures. The course requires students to reflect on relationships among the originating Asian cultures, the developing Asian-American cultures, and the dominant Euro-American culture.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The literatures are studied from historical and cross-cultural perspectives. The course presents writings which often incorporate folktales, stories, parables, proverbs, and other material from various Asian cultures, requiring an awareness on the reader's part of how cultures are intersecting
C. Understanding of themselves and their natural and technological environments.	The course examines writings of people who often must reconcile their family's experiences of one set of natural and technological environments in an Asian country with a very different set of environments in the US.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays—a requirement of this and every literature course—requires students to conceptually organize experience and to begin to discern its meaning.
F. Aesthetic and artistic values.	A central purpose of the task is to explore the aesthetic and artistic value of various works of various cultures' literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students won't leave this class without a larger understanding of the ethical and social requirements as citizens and humans on this earth.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters**Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Recognize distinguishing characteristics of the various Asian American literatures and relate the writings to their historical, cultural, and political contexts.
2. Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes, and between individual and representative presentations of Asian American life.
3. Explain how culturally based assumptions influence perceptions and behaviors in the writings, with particular attention to the function of stereotyped caricatures.
4. Recognize the role of gender differences in writings produced by male Asian American writers and by women Asian American writers.
5. Trace the incorporation of Asian folktales, stories, parables, proverbs, and other old-world literary material into Asian-American literatures.
6. Recognize the role of audience, or intended readership, in the presentation of Asian American life, and the assumptions about cultural differences the writers are making.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically

The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of written and oral literatures in

analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?***	different genres representing a wide variety of powerful human experiences involving multiple cultural perspectives which have originated in different parts of the world—from Iran and Arab countries, from Pakistan and Uzbekistan, India, Vietnam and Cambodia, the Philippines, Japan and China and Korea, and other countries. The literatures studied are typically expressions of individual writers coming to terms with life in a culture holding values and beliefs different from those of his or her ancestral country.
<p>*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Salomeh Moadab	Salomeh.moadab15@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ENG 246	Course Title:	Transnational Literature
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Examines the themes of Transnational Literature, such as migration, exile and displacement and revolves around literary responses to various historical and cultural moments of transition or crisis. Explores the relationships between a text, its author, and its national, cultural and/or linguistic boundaries.		
Course Outcomes:	<p>Students will demonstrate the following abilities:</p> <ul style="list-style-type: none"> • Define the qualities of transnational literature and theory in order to position course material in a broader context or discourse (literary, social, political and/or cultural) and contribute to that discourse. • Use literary texts to relate to the conditions of exile, immigration and border crossing in order to understand globalization by identifying transnational perspectives and challenging views about racial, cultural, socio-economic and/or national identities. • Delineate literary genres and periods to compare/contrast texts and their responses to each other, creating connections between different illustrations of course themes and issues. • Perform textual analysis by employing literary terminology and applying literary theories in order to examine the relationships between literary forms and themes. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	ENG 246 explores literature that is written by immigrant or exilic writers from around the world. Students reflect on the politics, history and social landscape of cultures outside of their own. They study how various cultures converge with one another. Students consider their own identities and beliefs as they respond to literary works.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students in this course trace the connection between literary works and the historical contexts they depict or from where they emerge. Students compare and contrast representations of gender and the social expectations or attitudes surrounding them.
C. Understanding of themselves and their natural and technological environments.	Studying transnational themes involves an understanding of personal relationships to physical environments. Students also understand technology's role in globalization and migration.
D. Ability to reason qualitatively and quantitatively.	Students think critically, reasoning "qualitatively and quantitatively," as individuals and members of groups. They performing textual analysis, make connections between authors and ideas, and discuss their findings in written and oral forms.
E. Ability to conceptually organize experience and discern its meaning.	Students write regular reading responses in addition to formal essays; this enables and requires them to "organize experience and discern its meaning." Students make claims about the significance of particular transnational themes and employ textual evidence to support it.
F. Aesthetic and artistic values.	Students study the aesthetic and artistic values of various genres and styles of Transnational literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	The course raises many questions about ethical obligations and citizenship. Students reflect on the conditions of political exile, revolutions, wars and social movements. They will acquire a larger understanding of social responsibility.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics. You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Define the qualities of transnational literature and theory in order to position course material in a broader context or discourse (literary, social, political and/or cultural) and contribute to that discourse.
- Use literary texts to relate to the conditions of exile, immigration and border crossing in order to understand globalization by identifying transnational perspectives and challenging views about racial, cultural, socio-economic and/or national identities.
- Delineate literary genres and periods to compare/contrast texts and their responses to each other, creating connections between different illustrations of course themes and issues.
- Perform textual analysis by employing literary terminology and applying literary theories in order to examine the relationships between literary forms and themes.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality

This course enables students to do this through textual analysis, writing, discussion, collaboration and reflection.

of life"?**	
-------------	--

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	This course enables students to do this through the analysis of the human experience as it’s presented in and by a variety of diverse cultures.
---	---

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Eng250	Course Title:	Literature of Genocide
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Introduces a range of international texts and films pertaining to genocide in order to explore the social, cultural, political, and historical conditions that have lead to genocide, the conditions it creates for its victims, and its aftermath. Explores experiences of individuals, later generations, and nations, including issues of exile and reconciliation. Considers memoirs, fiction, poetry, literary nonfiction, documentaries and feature films created by survivors and others.		
Course Outcomes:	<p>Upon completion of English 215 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature. 2. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 3. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 4. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 5. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree

programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores literature from around the world that encourages students to reflect on their own culture and the responsibilities each of us has for genocides in their own cultures and around the world.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is literature, history from a global and personal perspective is part and parcel to the focus of this course given its subject matter. Roles played by gender and by various cultures are looked at in the context of the readings and films, which offer a wide range of perspectives (men, women, children, different cultures).
C. Understanding of themselves and their natural and technological environments.	The literature at the heart of this class inevitably explores how technology and even the physical environment play roles in genocide. Outcome 4 addresses the issue of understanding ourselves quite directly: Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis, as well as the larger undertaking of trying to explore the causes and impacts of genocide through this literature.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays—as per outcome 6—requires students to conceptually organize experiences (especially those pertaining to genocide) and to begin to discern their meaning.
F. Aesthetic and artistic values.	A central purpose of the task is to explore the aesthetic and artistic value of various works of literature and films.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students won't leave this class without a larger understanding of the ethical and social requirements as citizens and humans on this earth.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature.
2. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film.
3. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding.
4. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically analyze values and ethics within a range of human

The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of literature and film representing a wide variety of powerful human experiences from around the world.

experience and expression to engage more fully in local and global issues"?**	
---	--

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Christopher Rose	Christopher.rose

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Eng256	Course Title:	African-American Literature
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Introduces the literature of Americans whose roots are in Africa. Explores American and European slave narratives, as well as the African origins of African- American writing and storytelling up to the period of the Reconstruction.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

<p>c. The course explores questions related to values, ethics and belief within the human experience.</p> <p>d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.</p>	
A. Understanding of their culture and how it relates to other cultures.	The course provokes students to reflect on the construction of cultural identity and analyze the relationship between majority and minority cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The role of global economics and history is vital component of this course, and a personal perspective is formed through discussion and writing. The roles of various cultures and gender are examined in the texts.
C. Understanding of themselves and their natural and technological environments.	The class discusses the relationship between man and nature and the pastoral and urban environments. Also, the significance of printing technology, music, and television is discussed.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an integral part of textual analysis. Modes of critical thinking are used to examine the complexity of the literature.
E. Ability to conceptually organize experience and discern its meaning.	Students must write coherent academic essays that explore the complexity of the literature and African-American experience.
F. Aesthetic and artistic values.	A fundamental aspect of the course includes interpreting the unique and vibrant expression of the African-American aesthetic.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will create and discover connections in the intertextuality of the human condition and experience.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity.
2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature.
3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes.
4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).
5. Write coherent academic essays that explore the complexity of the literature.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

This course encourages students to engage in critical, textual analysis through discussion and writing on the self and course material.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to

Through discussion, examining texts, and writing, the courses allows students to analyze the complexity of the African-American experience and how it reflects the global, human condition.

engage more fully in local and global issues"?**	
--	--

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Christopher Rose	Christopher.rose

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Eng257	Course Title:	African-American Literature
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Introduces the literature of Americans whose roots are in Africa. Explores the period of the Reconstruction through the Harlem Renaissance and incorporates novels, short stories, poems, journalism, autobiographies, and plays.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

<p>c. The course explores questions related to values, ethics and belief within the human experience.</p> <p>d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.</p>	
A. Understanding of their culture and how it relates to other cultures.	The course provokes students to reflect on the construction of cultural identity and analyze the relationship between majority and minority cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The role of global economics and history is vital component of this course, and a personal perspective is formed through discussion and writing. The roles of various cultures and gender are examined in the texts.
C. Understanding of themselves and their natural and technological environments.	The class discusses the relationship between man and nature and the pastoral and urban environments. Also, the significance of printing technology, music, and television is discussed.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an integral part of textual analysis. Modes of critical thinking are used to examine the complexity of the literature.
E. Ability to conceptually organize experience and discern its meaning.	Students must write coherent academic essays that explore the complexity of the literature and African-American experience.
F. Aesthetic and artistic values.	A fundamental aspect of the course includes interpreting the unique and vibrant expression of the African-American aesthetic.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will create and discover connections in the intertextuality of the human condition and experience.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity.
2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature.
3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes.
4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).
5. Write coherent academic essays that explore the complexity of the literature.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

This course encourages students to engage in critical, textual analysis through discussion and writing on the self and course material.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to

Through discussion, examining texts, and writing, the courses allows students to analyze the complexity of the African-American experience and how it reflects the global, human condition.

engage more fully in local and global issues"?**	
--	--

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Christopher Rose	Christopher.rose

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrwe.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Eng258	Course Title:	African-American Literature
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters Social Science Science, Comp. Sci., and Math
Course Description:	Introduces the literature of Americans whose roots are in Africa. Emphasizes the way contemporary political and social aspirations of African Americans are reflected in the literature of the periods from the Harlem Renaissance to the present		
Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.

- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The course provokes students to reflect on the construction of cultural identity and analyze the relationship between majority and minority cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The role of global economics and history is vital component of this course, and a personal perspective is formed through discussion and writing. The roles of various cultures and gender are examined in the texts.
C. Understanding of themselves and their natural and technological environments.	The class discusses the relationship between man and nature and the pastoral and urban environments. Also, the significance of printing technology, music, and television is discussed.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an integral part of textual analysis. Modes of critical thinking are used to examine the complexity of the literature.
E. Ability to conceptually organize experience and discern its meaning.	Students must write coherent academic essays that explore the complexity of the literature and African-American experience.
F. Aesthetic and artistic values.	A fundamental aspect of the course includes interpreting the unique and vibrant expression of the African-American aesthetic.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will create and discover connections in the intertextuality of the human condition and experience.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics. You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity.
2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature.
3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes.
4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).
5. Write coherent academic essays that explore the complexity of the literature.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

This course encourages students to engage in critical, textual analysis through discussion and writing on the self and course material.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to

Through discussion, examining texts, and writing, the courses allows students to analyze the complexity of the African-American experience and how it reflects the global, human condition.

engage more fully in local and global issues"?**	
--	--

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Martha Henning 977-8015	mhenning@pcc.edu
	Caroline Le Guin 977-8086	caroline.leguin@pcc.edu
	Melody Wilson 978-5009	mawilson@pcc.edu
	Nancy Casciato 977-4845	ncasciat@pcc.edu

	Name E-mail	Address
SAC Chair	Andrew Cohen	andrew.cohen@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.**

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG260	Course Title:	Introduction to Women Writers
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Explores women's writings and literary theory from diverse places and historical periods. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
----------------------------	--

Course Outcomes:	<p>Appreciate the role of gender in shaping texts as a product of particular cultures and historical moments, especially unfamiliar ones.</p> <p>Consider women's writing as a significant influence in the construction of individual and cultural experiences within specific historical contexts</p> <p>Observe elements of form, grammar, dialect and various language devices as a means by which texts create meaning</p> <p>Challenge cultural norms and limits of analysis/ criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.</p>
-------------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in

historical perspective.	
A. Understanding of their culture and how it relates to other cultures.	By exploring women's literature, this class encourages students to reflect on the dominant culture literary canon and the elements of that dominant culture that might suppress women's literature and various aspects of women as cultural beings.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	This course offers a view of literature as both a part of and a mirror of history. Given its subject matter, Introduction to Women Writers, focuses on the role played by gender throughout history amid various cultures from a global and personal perspective.
C. Understanding of themselves and their natural and technological environments.	Women's literature and theory often relates to a gendered sense of natural and technological environments. That is, as women's literature and theory explore gendered relationships to natural, industrial, and technological environments, students explore how these cultural elements impact women's experience in both a personal and multi-cultural context.
D. Ability to reason qualitatively and quantitatively.	Women's literary theory offers students an awareness of the cultural impact of dominant class cognitive methods. Students gain an awareness of their own thought processes and the gendered cultural tendency to privilege inductive thought over deductive thought. Students also learn to appreciate various historic cultural tendencies that may privilege qualitative or quantitative perspectives and reasoning.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays plays an important part of this course. Further, as students observe elements by which texts create meaning, they also come to see how such elements of conceptualization can impact their own life experiences. The course requires students to organize the experience of women's literature and their own experiences conceptually and to begin to discern their meaning.
F. Aesthetic and artistic values.	A central purpose of the course is to explore the aesthetic and artistic value of various works of women's literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	As citizens free to enjoy basic human rights, students gain from this class a larger understanding of ethical and social requirements. The study of literature and writers as often suppressed throughout history and amid various cultures can in itself be very empowering, encouraging students to cherish and exercise responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Appreciate the role of gender in shaping texts as a product of particular cultures and historical moments, especially unfamiliar ones.

Consider women's writing as a significant influence in the construction of individual and cultural experiences within specific historical contexts

Observe elements of form, grammar, dialect and various language devices as a means by which texts create meaning

Challenge cultural norms and limits of analysis/ criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

Introduction to Women Writers introduces the fundamental ideas and practices of various literary traditions and engages students to discern these ideas in or in contrast to practices of women writers. So doing elicits appreciative and deep responses to historical and/or cultural works literature and its musical, linguistic, philosophical, religious, and artistic elements. By its nature as a literature course, learners explore various conventions and techniques of significant forms of human expression. Women writers and literary theorists, themselves, place their art in historical and cultural contexts and demonstrate the art's relationships with other disciplines.

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Learners explore, appreciate, and perhaps challenge attitudes and values of specific historical periods or world cultures. Students of women writers and theorists also explore, appreciate, and perhaps challenge the origins and influences of ethical or aesthetic traditions as those cultural traditions inform and/or impact students locally and globally.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 207	Course Title:	World Literature – Asia (India)
---------------------------	---------	---------------	---------------------------------

Course Description:	Introduces students to Indian literature in English (for the most part, translated) from ancient to contemporary. May include such works and authors as hymns from the Rig Veda, The Ramayana, classical poetry, and the twentieth century authors Narayan, Ved Mehta and Arundhati Roy. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<p>Upon completion of English 207 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture. 2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting.
------------------	--

	<p>3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions.</p> <p>4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community.</p> <p>5) Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.</p>
--	---

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture.</p> <p>2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting.</p> <p>3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions.</p> <p>4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community.</p>
---	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>On the one hand, since Indian literature is so complex in its history, make-up and diversity, it offers students routine opportunities to think about difference in all of its manifestations within the confines of South Asian literature. The above outcomes insist that the instructor look at Indian literature in many of its almost infinite manifestations. In addition, because the South Asian artistic tradition is so fundamentally different than American literature and culture, students are asked to grapple with basic assumptions that they have about how the world is ordered, valued, and perceived. The above outcomes address the importance of students working through those differences.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Bryan Hull</p>	<p>bhull@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Andrew Cohen Angie Berdahl</p>	<p>andrew.cohen@pcc.edu aberdahl@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>David Stout</p>	<p>dstout@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 208	Course Title:	World Literature-Asia (China)
---------------------------	---------	---------------	-------------------------------

Course Description:	Introduces students to Chinese literature translated into English, from the oldest texts (ca. 1000 BCE) to contemporary works. Includes poetry, fiction, nonfiction, drama, and film. Examines the cultural and historical importance of Confucianism, Daoism, and Buddhism on Chinese literature.
---------------------	--

Course Outcomes:	<p>1. Recognize differences between Chinese and Western concepts of literature and explain how these differences affect what we read and how we read it.</p> <p>2. Explain the limits of translation, especially in regard to core Chinese concepts that have no equivalent concept in English.</p> <p>3. Distinguish the traditional literature of the bureaucratic class from traditional folk literature and recognize the cross influences of the two traditions.</p> <p>4. Read works of Chinese literature with an understanding of the cultural and historical importance of Confucianism, Daoism, and</p>
------------------	---

	<p>Buddhism.</p> <p>5. Write clear, focused, coherent essays about Chinese literature for an academic audience, using standard English conventions of grammar and style.</p>
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>1. Recognize differences between Chinese and Western concepts of literature and explain how these differences affect what we read and how we read it.</p> <p>2. Explain the limits of translation, especially in regard to core Chinese concepts that have no equivalent concept in English.</p> <p>4. Read works of Chinese literature with an understanding of the cultural and historical importance of Confucianism, Daoism, and Buddhism.</p>
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course examines the three core Chinese philosophies: Confucianism, Daoism, and Buddhism. Each of these philosophies is profoundly complex—and the values of each are profoundly different from the values that underlie Western philosophies. Students consider Chinese philosophies in historical context and reflect on contrasting Western values. Students also examine how Chinese literary texts reflect core Chinese philosophies and, especially in contemporary texts, how these texts resist the Chinese values embedded in the philosophies.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Thomas Huminski</p>	<p>thuminsk@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Andrew Cohen</p>	<p>Andrew.cohen@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Dave Stout</p>	<p>dstout@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 209	Course Title:	World Literature-Asia (Japan)
---------------------------	---------	---------------	-------------------------------

Course Description:	Introduces a range of Japanese texts and films in order to explore the artistic, social, political, and historical characteristics of Japanese literature from the earliest poems to contemporary novels. Explores movements in literary and artistic traditions from multiple periods (e.g., Heian, Meiji) and analyzes how texts emphasize or resist the values of each historical moment. Considers issues of social class, religion, and aesthetics as they apply to creative works
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Read Japanese literature and discuss the aesthetics of its periods (e.g. Heian, Muromachi, Edo, etc). 2. Explain the limitations of translation into English, particularly the fundamental challenge of language-embedded value systems. 3. Read Japanese literature with a knowledge of important religious concepts and historical events (e.g.. Shintoism, Buddhism, the policy of isolationism, the bombing of Hiroshima and Nagasaki, westernization, etc). 4. Write literary analysis that demonstrates an awareness of the different style of thought available in the literature of Japan. 5. Identify works of literature from classical Japanese writers and trace the
------------------	---

	continuation of their legacy in contemporary texts.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> 1. Read Japanese literature and discuss the aesthetics of its periods (e.g. Heian, Muromachi, Edo, etc). 2. Explain the limitations of translation into English, particularly the fundamental challenge of language-embedded value systems. 3. Read Japanese literature with a knowledge of important religious concepts and historical events (e.g.. Shintoism, Buddhism, the policy of isolationism, the bombing of Hiroshima and Nagasaki, westernization, etc). 4. Write literary analysis that demonstrates an awareness of the different style of thought available in the literature of Japan. 5. Identify works of literature from classical Japanese writers and trace the continuation of their legacy in contemporary texts.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	Eng 213	Course Title:	Latin American Literatures
---------------------------	---------	---------------	----------------------------

Course Description:	Explores fiction, creative non-fiction, poetry, drama, myth, and other texts from Latin America. Includes works from many cultures and ethnicities from Latin America, including indigenous peoples. All readings are in English.
---------------------	---

Course Outcomes:	<p>Upon completion of English 213 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1. Read and discuss the literary forms and elements in a variety of texts (“texts” here is meant in its broadest sense and may include music, architecture, weaving, and visual arts). 2. Compare and contrast the social, religious, political, economic, gender, generational, and environmental issues raised in these texts with those seen in the world at hand. 3. Explain how literary themes and metaphors express particular world views. 4. Explore Otherness by studying the issues of identity and alienation present in the texts, describing the layers of identity portrayed through characters and cultures and paying particular
------------------	--

	<p>attention to the creation and dissolution of various types of borders.</p> <p>5. Discuss the writers' explorations of the role of the storyteller in various Latin American and indigenous societies.</p> <p>6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.</p>
--	---

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>1. Compare and contrast the social, religious, political, economic, gender, generational, and environmental issues raised in these texts with those seen in the world at hand.</p> <p>2. Explain how literary themes and metaphors express particular world views.</p> <p>3. Explore Otherness by studying the issues of identity and alienation present in the texts, describing the layers of identity portrayed through characters and cultures and paying particular attention to the creation and dissolution of various types of borders.</p>
---	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The literature and films that lie at the center of this course necessarily grapples with issues of cultural practices, values and beliefs and culturally and historically defined meanings of difference. Through focused discussions and writings about this literature—through the process of meeting the outcomes for this course—students will not only examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues, but also understand how culturally based assumptions influence perceptions, behaviors, and policies, especially those leading to genocide and other atrocities.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Vandoren Wheeler	Van.wheeler

SAC Chair	Name E-mail	Address
	Andrew D. Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 222	Course Title:	Images of Women in Literature
---------------------------	---------	---------------	-------------------------------

Course Description:	Explores images of women as they appear in a diverse range of texts from across a variety of cultures and historical periods. Focuses on how both men and women have imagined and represented femininity and femaleness in ways that can challenge, reinforce and/or reconfigure culturally-based perceptions, behaviors and practices.
---------------------	---

Course Outcomes:	<p>Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.</p> <p>Locate (find and place) representations of women within various literary traditions, conventions, and in relation to other forms of artistic expression.</p> <p>Recognize stylistic choices authors make within given forms and the ways they affect the creation of images of women in literature.</p> <p>Explore how form influences meaning in complex documents that invite multiple interpretation.</p> <p>Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and style.</p>
------------------	---

--	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<p>Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.</p> <p>Locate (find and place) representations of women within various literary traditions, conventions, and in relation to other forms of artistic expression.</p>
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The exploration of how women are represented in art and literature at the center of this course necessarily promotes study of gendered practices, values, and beliefs within culturally and historically defined contexts. Through the process of meeting the outcomes for this course, students will explore the historical bases and evolution of diverse cultural representations of women, and the ways the production of these images interacts with culturally based assumptions, perceptions, behaviors, and systems of privilege and discrimination.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

	Name E-mail	Address
<p>Person Submitting This Request</p>	<p>Caroline Le Guin 977-8086 Martha Henning 977-8015 Nancy Casciato 977-4845 Melody Wilson 978-5009</p>	<p>caroline.leguin@pcc.edu mhenning@pcc.edu ncasciat@pcc.edu mawilson@pcc.edu</p>

	Name E-mail	Address
<p>SAC Chair</p>	<p>Andrew Cohen</p>	<p>andrew.cohen@pcc.edu</p>

	Name E-mail	Address
<p>SAC Admin Liaison</p>	<p>Dave Stout</p>	<p>dstout@pcc.edu</p>

**Save this document as the course prefix and number.
 Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 237	Course Title:	American Working Class Literature
---------------------------	---------	---------------	-----------------------------------

Course Description:	American Working Class Literature Introduces students to literature by and/or about the working class, primarily from an American perspective
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience; use this recognition to question our assumptions about the individuals with whom we interact. 2. Identify significant and recurring themes within working-class literature; analyze ways these themes relate to the issues of family, gender and the politics of work experienced by the people that we encounter on a daily basis; use this understanding to transform the range and depth of our interactions during these encounters. 3. Use the tools of literary analysis—in respectful evaluations of both traditional and nontraditional genres of working-class literature—during discussions with peers, family members, clients and coworkers. 4. Recognize that literature is produced in a historical, cultural, sociological and political context; use this understanding to recognize that the products of our own labors are also subject to these contextual considerations. 5. Write clearly about ideas and issues in working-class literature, recognizing differences between oral and written communication, as well as the ways that the audience—whether instructors, peers, family members, or co-workers—affects linguistic expectations.
------------------	---

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience; use this recognition to question our assumptions about the individuals with whom we interact. 2. Identify significant and recurring themes within working-class literature; analyze ways these themes relate to the issues of family, gender and the politics of work experienced by the people that we encounter on a daily basis; use this understanding to transform the range and depth of our interactions during these encounters. 3. Use the tools of literary analysis—in respectful evaluations of both traditional and nontraditional genres of working-class literature—during discussions with peers, family members, clients and coworkers. 4. Recognize that literature is produced in a historical, cultural, sociological and political context; use this understanding to recognize that the products of our own labors are also subject to these contextual considerations. 5. Write clearly about ideas and issues in working-class literature, recognizing differences between oral and written communication, as well as the ways that the audience—whether instructors, peers, family members, or co-workers—affects linguistic expectations
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>ENG 237 achieves these criteria primarily through outcomes 1, 2 and 4.</p> <p>1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience; use this recognition to question our assumptions about the individuals with whom we interact.</p> <p>2. Identify significant and recurring themes within working-class literature; analyze ways these themes relate to the issues of family, gender and the politics of work experienced by the people that we encounter on a daily basis; use this understanding to transform the range and depth of our interactions during these encounters.</p> <p>4. Recognize that literature is produced in a historical, cultural, sociological and political context; use this understanding to recognize that the products of our own labors are also subject to these contextual considerations.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Rachel Stevens	rstevens@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	Eng 240	Course Title:	Introduction to Native American Literatures
---------------------------	---------	---------------	---

Course Description:	Studies oral and written composition by Native Americans from both before and after contact with Euro-Americans. Provides historical, geographical, political, social, cultural, religious, linguistic, aesthetic, and ethnopoetic contexts for understanding the various tribal literatures studied. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<p>Upon completion of English 240 with a “C” or higher, students should be able to:</p> <ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of individual tribal literatures and their relationship to the historic and evolving art, ritual, theatre, religion, cultural ideas, and daily life in which the literature is usually embedded. 2. Relate specific tribal literatures to the geographical, historical, and social environments which have produced them, emphasizing impossibility of separating traditional Native literatures from the landscapes in which they were composed. 3. Explain the central role which language plays in cultural self-identification. 4. Explain how culturally based assumptions on the part of both Native and Euro-American groups have influenced their perceptions, behaviors, and policies. 5. Recognize the varying and blurred genres of Native literatures and their
------------------	---

	<p>relative acceptance by or invisibility to Euro-American literary standards.</p> <p>6. Understand the importance of the concept of respect in many Native American tribal groups, and demonstrate respect for the tribal cultures whose literature the course studies, particularly regarding limits established by tribal cultures regarding sacred matters and cultural theft.</p>
--	--

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of individual tribal literatures and their relationship to the historic and evolving art, ritual, theatre, religion, cultural ideas, and daily life in which the literature is usually embedded. 2. Relate specific tribal literatures to the geographical, historical, and social environments which have produced them, emphasizing impossibility of separating traditional Native literatures from the landscapes in which they were composed. 3. Explain the central role which language plays in cultural self-identification. 4. Explain how culturally based assumptions on the part of both Native and Euro-American groups have influenced their perceptions, behaviors, and policies. 5. Recognize the varying and blurred genres of Native literatures and their relative acceptance by or invisibility to Euro-American literary standards. 6. Understand the importance of the concept of respect in many Native American tribal groups, and demonstrate respect for the tribal cultures whose literature the course studies, particularly regarding limits established by tribal cultures regarding sacred matters and cultural theft.
---	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The literature that lies at the center of this course necessarily grapples with issues of cultural practices, values and beliefs and culturally and historically defined meanings of difference. Through focused discussions and writings about this literature—through the process of meeting the outcomes for this course—students will not only examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues, but also understand how culturally based assumptions influence perceptions, behaviors, and policies.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Michael McDowell	mmcdowel@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew D. Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	Eng 244	Course Title:	Introduction to Asian-American Literatures
---------------------------	---------	---------------	--

Course Description:	Studies writings in English by American writers of Chinese, Japanese, Korean, Vietnamese, Filipino, Pacific Islander, and other Asian ancestry. Considers the writings in their historical, cultural, political, and social contexts. Emphasizes development of attitudes, values, and identities. Prerequisites: WR 115 and RD 115 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of the various Asian-American literatures and relate the writings to their historical, cultural, and political contexts. 2. Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes, and between individual and representative presentations of Asian-American life. 3. Explain how culturally based assumptions influence perceptions and behaviors in the writings, with particular attention to the function of stereotyped caricatures. 4. Recognize the role of gender differences in writings produced by male Asian-American writers and by women Asian-American writers. 5. Trace the incorporation of Asian folktales, stories, parables, proverbs, and other old-world literary material into Asian-American literatures. 6. Recognize the role of audience, or intended readership, in the presentation of Asian-American life, and the assumptions about cultural differences the writers are making.
------------------	--

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Recognize distinguishing characteristics of the various Asian- American literatures and relate the writings to their historical, cultural, and political contexts. 2. Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes, and between individual and representative presentations of Asian-American life. 3. Explain how culturally based assumptions influence perceptions and behaviors in the writings, with particular attention to the function of stereotyped caricatures. 4. Recognize the role of gender differences in writings produced by male Asian-American writers and by women Asian-American writers. 6. Recognize the role of audience, or intended readership, in the presentation of Asian-American life, and the assumptions about cultural differences the writers are making.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The literature which this course studies deals with issues arising from the meeting of Asian cultures with the dominant American culture, and the hybrid Asian-American cultures that result. Much of what the authors present in their essays, memoirs, novels, poems, and short stories examines cultural practices and values and as two cultures collide, merge, or engage in a standoff. Through focused discussions and writings about this literature—through the process of meeting the outcomes for this course—students examine what’s going on in this “contact zone”: They study the historical bases and evolution of diverse cultural ideas, behaviors, and issues, as well as the culturally based assumptions which influence perceptions, behaviors, and policies.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Michael McDowell	mmcdowel@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew D. Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout@pcc.edu

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 246	Course Title:	Transnational Literature
---------------------------	---------	---------------	--------------------------

Course Description:	Examines the themes of Transnational Literature, such as migration, exile and displacement and revolves around literary responses to various historical and cultural moments of transition or crisis. Explores the relationships between a text, its author, and its national, cultural and/or linguistic boundaries.
---------------------	---

Course Outcomes:	<p>Students will demonstrate the following abilities:</p> <ul style="list-style-type: none"> • Define the qualities of transnational literature and theory in order to position course material in a broader context or discourse (literary, social, political and/or cultural) and contribute to that discourse. • Use literary texts to relate to the conditions of exile, immigration and border crossing in order to understand globalization by identifying transnational perspectives and challenging views about racial, cultural, socio-economic and/or national identities. • Delineate literary genres and periods to compare/contrast texts and their responses to each other, creating connections between different illustrations of course themes and issues.
------------------	--

	<ul style="list-style-type: none"> • Perform textual analysis by employing literary terminology and applying literary theories in order to examine the relationships between literary forms and themes.
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ul style="list-style-type: none"> • Define the qualities of transnational literature and theory in order to position course material in a broader context or discourse (literary, social, political and/or cultural) and contribute to that discourse. • Use literary texts to relate to the conditions of exile, immigration and border crossing in order to understand globalization by identifying transnational perspectives and challenging views about racial, cultural, socio-economic and/or national identities.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Transnational criticism and literature involve the analysis and questioning of “complex practices, values and beliefs” through the study of racial, cultural, national and linguistic identities. Examining themes surrounding exile and migration, students will understand “historically defined meanings of difference” as well as the cultural and political beliefs of various time periods and locations around the world.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Salomeh Moadab</p>	<p>Salomeh.moadab15@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Andrew Cohen</p>	<p>Andrew.cohen@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Dave Stout</p>	<p>dstout@pcc.edu</p>

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	Eng 250	Course Title:	Literature of Genocide
---------------------------	---------	---------------	------------------------

Course Description:	Introduces a range of international texts and films pertaining to genocide in order to explore the social, cultural, political, and historical conditions that have lead to genocide, the conditions it creates for its victims, and its aftermath. Explores experiences of individuals, later generations, and nations, including issues of exile and reconciliation. Considers memoirs, fiction, poetry, literary nonfiction, documentaries and feature films created by survivors and others.
---------------------	--

Course Outcomes:	<p>Upon completion of English 215 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature. 2. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 3. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 4. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to
------------------	---

	<p>engage in thoughtful discussion and self-reflection in the context of this understanding.</p> <ol style="list-style-type: none"> 5. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.
--	---

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 2. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 3. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur.
---	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>The literature and films that lie at the center of this course necessarily grapples with issues of cultural practices, values and beliefs and culturally and historically defined meanings of difference. Through focused discussions and writings about this literature—through the process of meeting the outcomes for this course—students will not only examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues, but also understand how culturally based assumptions influence perceptions, behaviors, and policies, especially those leading to genocide and other atrocities.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Andrew D. Cohen	Andrew.cohen

SAC Chair	Name E-mail	Address
	Andrew D. Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	dstout

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 256	Course Title:	African-American Literature
---------------------------	---------	---------------	-----------------------------

Course Description:	Introduces the literature of Americans whose roots are in Africa. Explores American and European slave narratives, as well as the African origins of African- American writing and storytelling up to the period of the Reconstruction.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none">1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity.2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature.3. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Christopher Rose	Christopher.rose

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	Dstout

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 257	Course Title:	African-American Literature
---------------------------	---------	---------------	-----------------------------

Course Description:	Introduces the literature of Americans whose roots are in Africa. Explores the period of the Reconstruction through the Harlem Renaissance and incorporates novels, short stories, poems, journalism, autobiographies, and plays.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none">1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity.2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature.3. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Christopher Rose	Christopher.rose

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	Dave Stout	Dstout

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 258	Course Title:	African-American Literature
---------------------------	---------	---------------	-----------------------------

Course Description:	Introduces the literature of Americans whose roots are in Africa. Emphasizes the way contemporary political and social aspirations of African Americans are reflected in the literature of the periods from the Harlem Renaissance to the present.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity. 2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature. 3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition). 5. Write coherent academic essays that explore the complexity of the literature.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none">1. Analyze African-American literature to identify themes about race, ethnicity, and culture and recognize the contribution of African-American writers to recreate cultural identity.2. Examine the intersection of economics, history, culture, politics, religion, and gender to African-American literature.3. Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Christopher Rose	Christopher.rose

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen

SAC Admin Liaison	Name E-mail	Address
	David Stout	dstout

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENG 260	Course Title:	Introduction to Women Writers
---------------------------	---------	---------------	-------------------------------

Course Description:	Explores women's writings and literary theory from diverse places and historical periods. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<p>Appreciate the role of gender in shaping texts as a product of particular cultures and historical moments, especially unfamiliar ones.</p> <p>Consider women's writing as a significant influence in the construction of individual and cultural experiences within specific historical contexts</p> <p>Observe elements of form, grammar, dialect and various language devices as a means by which texts create meaning</p> <p>Challenge cultural norms and limits of analysis/ criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.</p>
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<p>Appreciate the role of gender in shaping texts as a product of particular cultures and historical moments, especially unfamiliar ones.</p> <p>Consider women's writing as a significant influence in the construction of individual and cultural experiences within specific historical contexts</p>
--	---

	Challenge cultural norms and limits of analysis/ criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.
Course enables students to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	Introduction to Women Writers presents learners with historically defined means of difference through exploration and contrast of certain elements of dominant culture and women's literature. The course enables learners to identify and articulate cultural practices, values, and beliefs found in both the literature and theory pursuant to women's literature. Learners identify historically defined meaning of difference as well as limits of analysis/ criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

	Name E-mail	Address
Person Submitting This Request	Martha Henning 977-8015 Caroline Le Guin 977-8086 Melody Wilson 978-5009 Nancy Casciato 977-4845	mhenning@pcc.edu caroline.leguin@pcc.edu mawilson@pcc.edu ncasciat@pcc.edu

	Name E-mail	Address
SAC Chair	Andrew Cohen	andrew.cohen@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ENGLISH 265	Course Title:	International Political Poetry
---------------------------	-------------	---------------	--------------------------------

Course Description:	Develops students' understanding of how poets address issues of class oppression, economic inequality, racism, sexism, war, and peace. Shows how poets function as prophets, precursors, dissidents, and recorders. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1) Read analytically and discuss a broad assortment of political poetry from all continents. 2) Identify and understand themes, metaphors, and symbols pertinent to international political poetry. 3) Critically examine several political forces in the world that have been the primary cause of political poetry (e.g., the Holocaust, the Armenian Genocide, Apartheid, the Tiananmen Massacre). 4) Critically examine about some of the primary literary movements that pertain to the history and development of international political poetry, such as Romanticism, Surrealism, Futurism, Imagism. 5) Acquire in-depth knowledge of at least one case study particular to international political poetry (e.g., South African poetry on Apartheid). 6) .Write interesting, well thought-out essays on political poetry.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural	A) Identify and understand themes, metaphors, and symbols pertinent to international political poetry.
---	--

Literacy Outcome and Criteria.	<p>B) Critically examine several political forces in the world that have been the primary cause of political poetry (e.g., the Holocaust, the Armenian Genocide, Apartheid, the Tiananmen Massacre).</p> <p>C) Read biographies of poets in order to analyze how poetry becomes a medium that mirrors the consequences of politics on the life of the individual poet.</p> <p>D) Critically examine some of the primary literary movements that pertain to the history and development of international political poetry, such as Romanticism, Surrealism, Futurism, Imagism.</p>

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>A) Students are expected to identify, grapple with, and ultimately master one of the most complex intellectual phenomena they will ever encounter as college students: the decoding and encoding of metaphors and symbols from outside cultures. Students exit ENG 265 being able to understand figurative expressions from other cultures in the context of those cultures.</p> <p>B) ENG 265 teaches students how to analyze some of the world’s most extreme and dramatic historical moments through its political poetry. Along with having to understand international poetry’s foreign aesthetics (aesthetics that change from one culture to another, one time period to another), students must also understand the role of cultural context (e.g., how Russian poetry during the 1930s was often not committed to paper due to the threat of Stalin’s purges.)</p> <p>C) Students are expected to read academic biographies on international poets to deepen their understanding of both cultural and political dynamics in the lives of these poets. This means that students end up possessing a very deep understanding of the details surrounding certain cultural phenomena (e.g., Wilfred Owen’s life story as an individual expression of a war poet).</p> <p>D) Literary movements play a crucial role in ENG 265 because poets compose their work within cultural as well as aesthetical contexts. Students learn the importance of understanding that even Form is political and cultural. Holocaust poetry, for example, often takes the form of surrealism because survivors of the Holocaust often thought the extremity of their experiences could not be held up under the architecture of Realism.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting	Name E-mail	Address
This Request	Ron Ross & Scott Dionne	reross@pcc.edu//sdionne@pcc.edu

SAC Chair	Name E-mail	Address
	Andrew Cohen	Andrew.cohen@pcc.edu

SAC Admin Liaison	Name E-mail	Address

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu



General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 101	Course Title:	Intro to Physical Anthropology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Presents physical anthropology and the study of human biological evolution in the context of modern genetics and primate behavior studies. Examines human fossil record, as well as the diversity and the commonality of present and past populations of humankind. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master basic concepts and methods in biological anthropology in order to prepare for more advanced course work. Use an understanding of biology, genetics and fossil evidence to examine the process of human physical and cultural evolution over time. Evaluate how human beings influence the environment and are influenced by the environment in which they live.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare contemporary cultural values and behaviors with those of primate or prehistoric societies
---	---

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures change over time or because of contact with other societies or through the process of evolution. Analyze the origins of gender roles in human cultures by examining gender roles in primate societies.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze fossils and artifacts, recognize patterns in evolution, and compare the origins of different cultural institutions such as family, kinship, and politics in prehistory or primate societies.
E. Ability to conceptually organize experience and discern its meaning.	Organize artifacts or fossils and recognize evolutionary stages based upon genetic or biological theories of evolution.
F. Aesthetic and artistic values.	Examine artistic expression through an examination of cave paintings and other expressions of prehistoric art in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of prehistory and the importance of sustainability now and in the past.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Master basic concepts in biological anthropology in order to prepare for more advanced course work (addresses criteria 1, 2 and 3)
 Use an understanding of biology, genetics and fossil evidence to examine the process of physical and cultural evolution over time (addresses criteria 2 and 3)
 Evaluate how human beings influence the environment and are influenced by the environment in which they live (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze prehistory or human and primate evolution in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how social institutions such as marriage, kinship, politics and religion evolved as indicated by the archaeological record.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon the similarities between modern and prehistoric humans as well as other primates to gain greater appreciation for the process of human evolution. Students examine the origins of gender roles and social institutions such as the family, politics or kinship in order to develop a better understanding of cultural and biological evolution over time.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 102	Course Title:	Intro to archaeology and prehistory
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Introduces methods and techniques used by archaeologists to study the development of human culture. Provides a survey of world prehistory, while emphasizing the development of social complexity and the origins of agriculture that precede both new and old world civilizations. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master introductory concepts in archaeology in order to prepare for more advanced course work at the upper division level Use an understanding of archaeological methods and theories to evaluate artifacts and other data. Evaluate the impact of human beings on the environment over time and in different ecological settings.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- understanding of their culture and how it relates to other cultures
- appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- understanding of themselves and their natural and technological environments
- ability to reason qualitatively and quantitatively
- ability to conceptually organize experience and discern its meaning
- aesthetic and artistic values
- understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare contemporary cultural values and behaviors with those of prehistoric societies
---	--

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures change over time or because of contact with other societies or through the process of evolution by examining material culture.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze artifacts, recognize patterns in material culture and compare different cultural systems of development
E. Ability to conceptually organize experience and discern its meaning.	Organize artifacts or archaeological periods and stages based upon archaeological theories or cultural materials.
F. Aesthetic and artistic values.	Examine artistic expression through an examination of cave paintings and other expressions of material art in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of prehistory and the importance of sustainability now and in the past.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Master introductory concepts in archaeology in order to prepare for more advanced course work at the upper division level (addresses criteria 1, 2 and 3)
Use an understanding of archaeological methods and theories to evaluate artifacts and other data (addresses criteria 2 and 3)
Evaluate the impact of human beings on the environment over time and in different ecological settings (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze prehistory or cultural problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion as indicated by the archaeological record.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views as revealed in the archaeological record. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today’s world and compare it with societies of the past.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable	
----------------------------	--

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 103	Course Title:	Intro to cultural anthropology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines modern human cultures. Analyzes a variety of ethnographic examples from various world societies to understand the diverse aspects of language, technology, economy, social structure, governance, religion, world views and expressive aspects of life. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master introductory concepts in cultural anthropology in order to prepare for more advance course work Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies
---	--

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<p>Understand how cultures change over time or because of contact with other societies</p> <p>Compare gender roles in American culture with those in other societies</p>
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze kinship diagrams, identify norms and sanctions, or compare cultural values and behaviors and other activities
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Master introductory concepts in cultural anthropology in order to prepare for more advanced course work (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 3, 4 and 5)
 Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:			
--	--	--	--

Course Prefix and Number:	ANT 207	Course Title:	Culture concepts
---------------------------	---------	---------------	------------------

Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
-----------------	---	------------------	--

Course Description:	Examines different schools of anthropological thought and the concept of culture from a historical perspective. Emphasis placed upon the importance of culture in explaining similarities and differences in our evolving world system. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	Master more advanced concepts in cultural anthropology. Trace the history and development of anthropological thought and theory. Critically analyze the roles ideology, social organization and technology and economics play in cultural development and change at the local or global level. Reflect on how culture shapes personal and social values at the local and global level..
------------------	--

8. Address PCC's General Education Philosophy Statement:

<p>The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:</p> <ul style="list-style-type: none"> A. understanding of their culture and how it relates to other cultures B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures C. understanding of themselves and their natural and technological environments D. ability to reason qualitatively and quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <p>Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.</p>

<p>General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:</p> <ul style="list-style-type: none"> a. The course includes a wide spectrum of concepts and/or a variety of theoretical models. b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.
--

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies.
---	---

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how the concept of culture has changed over time within the discipline of anthropology as well as how fieldwork methods have expanded over time. The course also focuses on how cultures change over time or because of contact with other societies. Issues such as colonialism, cultural intolerance and ethnographic bias are also discussed.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to compare different theoretical models, analyze kinship diagrams, identify different norms and sanctions, or compare cultural values and behaviors.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Trace the history and development of anthropological thought and theory (addresses criteria 1, 2 and 3)
 Critically analyze the roles ideology, social organization, technology and economics play in cultural development and change at the local and global level (addresses criteria 3, 4 and 5)
 Reflect on how culture shapes personal and social values at the local and global level (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “use appropriate mathematics to solve problems”?**	
--	--

How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 208	Course Title:	Cultures of the world
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	.Introduces ethnographic descriptions of a representative sample of the cultural variations among contemporary peoples. Compares various subsistence systems and levels of socio-political integration. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Identify important cultural features of different societies cross-culturally. Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies
B. Appreciation of history both from a global perspective and from a	Understand how cultures or attitudes about gender, race or other issues change over time. Issues such as acculturation, colonialism, cultural intolerance and ethnographic bias are discussed.

personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze cultures according to theoretical models or their own fieldwork experiences.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Identify important cultural features of different societies cross culturally (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 4 and 5)
 Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion. In depth ethnographies and ethnographic films are examined.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable	
----------------------------	--

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 209	Course Title:	Culture Growth & Change
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science

Course Description:	Examines process of cultural growth and change, the development of contemporary anthropological theory and the rapidly growing fields within applied anthropology. Ethnographic techniques presented so students may use them to examine the changing culture of our complex society. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	Master more advanced concepts in anthropology related to culture change. Reflect on how personal and social values are shaped by culture at the local and global level. Examine the role acculturation plays in creating culture change.
------------------	---

8. Address PCC's General Education Philosophy Statement:

<p>The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:</p> <ul style="list-style-type: none"> A. understanding of their culture and how it relates to other cultures B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures C. understanding of themselves and their natural and technological environments D. ability to reason qualitatively and quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <p>Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.</p>

<p>General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:</p> <ul style="list-style-type: none"> a. The course includes a wide spectrum of concepts and/or a variety of theoretical models. b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.
--

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies and how they have changed over time.
---	---

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures or attitudes about gender, race or other issues change over time due to contact with other societies. Issues such as acculturation, colonialism, cultural intolerance and ethnographic bias are discussed.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development over time. This course also analyzes how the introduction of new technologies into native cultures has led to environmental pollution and other problems.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze how culture change influences other cultures or their own experiences.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures and how these cultural aspects may change due to culture contact.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Identify important cultural features of different societies cross culturally (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 4 and 5)
 Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion. In depth ethnographies and ethnographic films are examined.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable	
----------------------------	--

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 210	Course Title:	Selected Topics Ethnology
---------------------------	---------	---------------	---------------------------

Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
-----------------	---	------------------	--

Course Description:	Introduces life styles and interactions with their environments of peoples in a selected part of the world. Uses ethnographic and other information for concentrated study of the cultural diversity and environmental adaptations of those peoples. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	Critically analyze the culture of different societies in a specific ethnographic area. Reflect on how personal and social values are shaped by culture at the local and global level. Use an understanding of cross-cultural research and methods to examine the features of different cultures.
------------------	--

8. Address PCC's General Education Philosophy Statement:

<p>The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:</p> <ul style="list-style-type: none"> A. understanding of their culture and how it relates to other cultures B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures C. understanding of themselves and their natural and technological environments D. ability to reason qualitatively and quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <p>Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.</p>

<p>General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:</p> <ul style="list-style-type: none"> a. The course includes a wide spectrum of concepts and/or a variety of theoretical models. b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.
--

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies in a specific ethnographic area.
---	---

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures or attitudes about gender, race or other issues change over time due to contact with other societies. Issues such as acculturation, colonialism, cultural intolerance and ethnographic bias are discussed in the context of research within a specific ethnographic region.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development over time in a specific ethnographic region.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze the cultures of a specific ethnographic region.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures of a specific ethnographic region.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Critically analyze the culture of different societies in a specific ethnographic area (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 4 and 5)
 Uses an understanding of cross-cultural research and methods to examine the features of different cultures (addresses 1, 2 and 3)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion. In depth ethnographies and ethnographic films are examined of a specific ethnographic region.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings and the cultures of a specific ethnographic region.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable	
----------------------------	--

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 214	Course Title:	Human Environments: ecological aspects
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines ecological relationships between human societies and their natural environments. Clarifies the human's biological relatedness to the worlds' natural ecosystems and then presents a look at the ensuing disruptions in nature and in human cultures. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master basic concepts in cultural ecology Identify the impact of the environment on human cultural systems.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of indigeneous societies
B. Appreciation of history both from a global perspective and from a	Understand how cultures change over time or because of contact with other societies or through the process of evolution.

personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze the interface between culture and the environment, recognize patterns in cultural adaptation, and compare the impact of the environment on different cultural institutions such as family, kinship, and politics.
E. Ability to conceptually organize experience and discern its meaning.	Analyze how environmental conditions influence the development of specific cultural traditions or practices.
F. Aesthetic and artistic values.	Examine artistic expression in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural ecology and the importance of sustainability now and in the past.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Examine basic concepts in cultural ecology (addresses criteria 1, 2 and 3)
Identify the impact of the environment on human cultural systems (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural ecology and adaptation in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how social institutions such as marriage, kinship, politics and religion are influenced by the environment.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon the similarities between different forms of cultural adaptation. Students examine the origins of gender roles and social institutions such as the family, politics or kinship in order to develop a better understanding of cultural ecology and adaptation over time.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable	
----------------------------	--

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “use appropriate mathematics to solve problems”?**	
--	--

How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 230	Course Title:	Native North Americans of the Northwest
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Presents the history of anthropological research and the prehistory, languages and culture areas of Oregon's native peoples. Individual native groups are studied to better depict the life ways of Oregon's major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Examine the prehistory of Native Americans in Oregon. Identify Native American language and cultures native to Oregon. Analyze the current social conditions of Native Americans in Oregon		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies in Oregon
B. Appreciation of history both from a global perspective and from a personal perspective,	Understand how Native American cultures in Oregon changed over time or because of contact with other Europeans. Compare gender roles in Native American cultures in Oregon with those in

including an awareness of the role played by gender and by various cultures.	other societies.
C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies in Oregon as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life in Oregon.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American cultures in Oregon.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures in Oregon.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans in Oregon.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Examine the prehistory of Native Americans in Oregon. (addresses criteria 1, 2 and 3)
 Identify Native American language and cultures native to Oregon.(addresses criteria 1, 2 and 3)
 Analyze the current social conditions of Native Americans in Oregon (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals in Oregon are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today’s world relating to Native American experience in Oregon.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:			
Course Prefix and Number:	ANT 231	Course Title:	Native North Americans of the Northwest
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	An in-depth survey of the native peoples of Oregon, Washington, Alaska and Southwest Canada. Individual native groups are studied to depict cultural variation within the region. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Examine the prehistory of Native Americans in the Pacific Northwest. Identify Native American language and cultures in the Northwest region.		

8. Address PCC's General Education Philosophy Statement:	
<p>The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:</p> <ul style="list-style-type: none"> A. understanding of their culture and how it relates to other cultures B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures C. understanding of themselves and their natural and technological environments D. ability to reason qualitatively and quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <p>Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.</p>	

<p>General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:</p> <ul style="list-style-type: none"> a. The course includes a wide spectrum of concepts and/or a variety of theoretical models. b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective. 	
--	--

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies in the Pacific Northwest
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	<p>Understand how Native American cultures in the Pacific Northwest changed over time or because of contact with other Europeans.</p> <p>Compare gender roles in Native American cultures in the Pacific Northwest with those in other societies.</p>

and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies in the Pacific Northwest as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life in the Pacific Northwest.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American cultures of the Pacific Northwest.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures in the Pacific Northwest.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans in the Pacific Northwest.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Examine the cultural history of Native Americans in the Pacific Northwest. (addresses criteria 1, 2 and 3)

Identify Native American language and cultures native to the Northwest region.(addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals in the Pacific Northwest are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today’s world relating to Native American experience in the Pacific Northwest.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable	
----------------------------	--

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “use appropriate mathematics to solve problems”?**	
--	--

How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ANT 232	Course Title:	Native North Americans
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Surveys anthropology and the distribution of the native North American peoples. Presents history of anthropological research and the prehistory, languages and culture areas of native North America. Specific native groups will be surveyed to better depict the life ways of the major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Examine the prehistory of Native Americans throughout North America. Identify the languages and cultures of Native Americans found in various ethnographic regions of North America.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies.
B. Appreciation of history both from a global perspective and from a	Understand how Native American cultures changed over time or because of contact with other Europeans.

personal perspective, including an awareness of the role played by gender and by various cultures.	Compare gender roles in Native American cultures with those in other societies.
C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life..
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American culture.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Examines the prehistory of Native Americans throughout North America (addresses criteria 1, 2 and 3)
Identify the languages and cultures of Native Americans found in various ethnographic regions of North America (addresses criteria 4 and 5)

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today’s world relating to Native American experience

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable

a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “use appropriate mathematics to solve problems”?**	
--	--

How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ANT 103	Course Title:	Intro to cultural anthropology
---------------------------	---------	---------------	--------------------------------

Course Description:	Examines modern human cultures. Analyzes a variety of ethnographic examples from various world societies to understand the diverse aspects of language, technology, economy, social structure, governance, religion, world views and expressive aspects of life. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.
---------------------	--

Course Outcomes:	Master basic concepts in cultural anthropology in order to prepare for more advanced work Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Master basic concepts in cultural anthropology in order to prepare for more advanced work (criteria 1 and 2) Reflect on how personal and social values are shaped by culture (criteria 1 and 2) Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (criteria A)
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of other cultures. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name E-mail	Address
	same	

SAC Admin Liaison	Name E-mail	Address
	Brooke Gondara	bgondara@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ANT 208	Course Title:	Cultures of the World
---------------------------	---------	---------------	-----------------------

Course Description:	Introduces ethnographic descriptions of a representative sample of the cultural variations among contemporary peoples. Compares various subsistence systems and levels of socio-political integration. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.
---------------------	---

Course Outcomes:	Identify important cultural features of different societies cross-culturally Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Identify important cultural features of different societies cross-culturally (criteria 1 and 2) Reflect on how personal and social values are shaped by culture (criteria 1 and 2) Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (criteria A)
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course emphasizes a cross-cultural approach to examining cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name E-mail	Address
	same	

SAC Admin Liaison	Name E-mail	Address
	Brooke Gondara	bgondara@pcc.edu

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ANT 209	Course Title:	Cultural Growth & Change
---------------------------	---------	---------------	--------------------------

Course Description:	Examines processes of cultural growth and change, the development of contemporary anthropological theory and the rapidly growing fields within applied anthropology. Ethnographic techniques presented so students may use them to examine the changing culture of our complex society. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.
---------------------	---

Course Outcomes:	Master more advanced concepts in anthropology related to culture change Reflect on how personal and social values are shaped by culture at the local and global level Examine the role acculturation plays in creating cultural change.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Master more advanced concepts in anthropology related to culture change (criteria 1 and 2) Reflect on how personal and social values are shaped by culture at the local and global level (criteria 1 and 2) Examine the role acculturation plays in creating cultural change (criteria A)
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course examines the process of acculturation and how cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions change over time or as a result of contact with other cultures. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies or how colonialism and assimilation policies have impacted indigenous peoples. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics, and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name E-mail	Address
	same	

SAC Admin Liaison	Name E-mail	Address
	Brooke Gondara	bgondara@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ART 210	Course Title:	Women in Art
---------------------------	---------	---------------	--------------

Course Description:	Covers the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society and to the art produced contemporaneously by men. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<p>Intended Outcomes for the course The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Outcome Assessment Strategies The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format
------------------	---

- research, plan, compose, edit and revise short papers

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues:

Theoretical

- theory and criticism in the history of art
- pattern-based thinking and historical process
- various interpretations of art
- art and gender
- creativity and the impulse to make art

Stylistic and Interpretive

- visual literacy
- art media and artistic technique
- "seeing and knowing"
- iconography
- formal elements of art

Social and Cultural

- other peoples and their histories, values, and culture
- art and the social fabric
- art and religion
- art and politics
- art and gender
- relationship of culture and style
- art and cultural transmission
- historical impact of art
 - the influence of art on one's own culture
 - the influence of art on relations with other cultures
- art and artists
 - the impulse to make art
 - the Gestalt of art
 - the role of the artist in society
 - biography
- geography and its influence on art and culture
- artifact recovery, analysis, and restoration

Competencies and Skills:

The successful student should be able to:

- work creatively with art historical data, using it to develop principles of art history
- recognize and appraise patterns in historical phenomena
- assess the ways in which an art object is affected by our own vantage point
- recognize and discriminate among various styles of art
- trace the development of art from one period to another

	<ul style="list-style-type: none"> • analyze formally works of art and appreciate the interrelationship of its elements • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general
--	---

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Course Content (Themes, Concepts, Issues and Skills) Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • art and gender <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the role of the artist in society <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • assess the ways in which an art object is affected by our own vantage point • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context
---	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the

course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Art 210, Women in Art, is a response to and a critique of the canonical version of the History of Western Art, which has traditionally excluded women. The course is founded on ideas of difference, with a specific focus on gender difference. The class explores the reasons behind women’s exclusion from both art education and production and also questions the judgments that have relegated the art forms traditionally associated with women to a lesser status. The historical approach of the class allows students to learn how women through time have challenged these constructs through their work and their lives.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Elizabeth Bilyeu</p>	<p>ebilyeu@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Marie Sivak</p>	<p>msivak@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Kate Dins</p>	<p>kdins@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ANT 230	Course Title:	Native Americans of Oregon
---------------------------	---------	---------------	----------------------------

Course Description:	Presents the history of anthropological research and prehistory, languages and culture areas of Oregon's native peoples. Individual native groups are studied to better depict the life ways of Oregon's major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.
---------------------	---

Course Outcomes:	Examine the prehistory of Native Americans in Oregon. Identify the languages and cultures of Native Americans in Oregon.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Examine the prehistory of Native Americans in Oregon(criteria 1 and 2) Identify the languages and cultures of Native Americans found in Oregon (criteria 1 and 2 and A.)
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable	Students compare mainstream American cultural values, practices and
----------------------------	---

<p>a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of Native American cultures in Oregon. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.</p>
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Mary Courtis</p>	<p>mcourtis@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>same</p>	

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Brooke Gondara</p>	<p>bgondara@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ANT 231	Course Title:	Native Americans of the N.W.
---------------------------	---------	---------------	------------------------------

Course Description:	An in-depth survey of the native peoples of Oregon, Washington, Alaska, and Southwest Canada. Individual native groups are studied to depict cultural variation within the region. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.
---------------------	--

Course Outcomes:	Examine the prehistory of Native Americans throughout in the Pacific Northwest Identify the languages and cultures of Native Americans found in the Northwest region.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Examine the prehistory of Native Americans in the Pacific Northwest(criteria 1 and 2) Identify the languages and cultures of Native Americans found in the Northwest region (criteria 1 and 2 and A.)
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of Native American cultures in the Pacific Northwest. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Mary Courtis</p>	<p>mcourtis@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>same</p>	

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Brooke Gondara</p>	<p>bgondara@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ANT 232	Course Title:	Native North Americans
---------------------------	---------	---------------	------------------------

Course Description:	Surveys anthropology and distribution of the Native North American peoples. Presents history of anthropological research and the prehistory, languages and culture areas of native North America. Specific native groups will be surveyed to better depict the life ways of the major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.
---------------------	--

Course Outcomes:	Examine the prehistory of Native Americans throughout North America. Identify the languages and cultures of Native Americans found in various ethnographic regions of North America.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Examine the prehistory of Native Americans throughout North America (criteria 1 and 2) Identify the languages and cultures of Native Americans found in various ethnographic regions of North America (criteria 1 and 2 and A.)
--	--

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of Native American cultures. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Mary Courtis</p>	<p>mcourtis@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>same</p>	

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Brooke Gondara</p>	<p>bgondara@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. – **no revisions**

3. Verify Course Transfer Status using the General Education Transferability Status form.

**** This was done at the time of the original course approval as PCC was phasing in these new requirements. Please see the original request.**

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved. Standard prerequisites used.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

AAOT eligible.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Cynthia Killingsworth	cynthia.killingsworth@pcc.edu

SAC Chair	Name E-mail	Address
	Phil Seder	phillip.seder@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Cheryl Scott	cscott@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	BA 208	Course Title:	Introduction to Nonprofits and Philanthropy
---------------------------	---------------	---------------	---

Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
-----------------	----------	------------------	--

Course Description:	Surveys the role of the nonprofit and voluntary organizations in American society including the history, theory and challenges of the third sector. Includes a service learning project where students serve as philanthropists to their local community.
---------------------	---

<u>Unchanged</u> Course Outcomes:	<ol style="list-style-type: none"> 1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations 3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them 4. Appreciate the diversity of social issues served by the nonprofit community 5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits.
---	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	<ol style="list-style-type: none"> 1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 4. Appreciate the diversity of social issues served by the nonprofit community 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<ol style="list-style-type: none"> 1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 4. Appreciate the diversity of social issues served by the nonprofit community 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits.
C. Understanding of themselves and their natural and technological environments.	<ol style="list-style-type: none"> 4. Appreciate the diversity of social issues served by the nonprofit community 5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment
D. Ability to reason qualitatively and quantitatively.	<ol style="list-style-type: none"> 2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations 3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them
E. Ability to conceptually organize experience and discern its meaning.	<ol style="list-style-type: none"> 1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations 3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits.
F. Aesthetic and artistic values.	<ol style="list-style-type: none"> 4. Appreciate the diversity of social issues served by the nonprofit community
G. Understanding of the ethical and social requirements of responsible citizenship.	<ol style="list-style-type: none"> 2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations 5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Social Sciences

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues **(1, 4 & 5 + Personal Growth)**
2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations **(1, 3 & 5 + Analytical Skills)**
3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them **(2, 3 & 5 + Analytical Skills)**
4. Appreciate the diversity of social issues served by the nonprofit community **(1, 2, 4 & 5 + Personal Growth)**
5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment **(1, 3, 4 & 5 + Personal Growth)**
6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits. **(1, 2 4, & 5 + Personal Growth)**

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

As part of a service-learning project students will serve as a grant-making entity to their local community. In this project the students will learn about the roles of mission statements and basic methods of evaluating the effectiveness and efficiency of nonprofit operations. A guest speaker from a well-established foundation will discuss the methods foundations use to evaluate nonprofit requests for proposals. The students will apply these methods to real requests received from local charitable organizations and select grant recipients. The tools for their analysis will include reading requests for proposals, financial analysis, site visits and group discussion.

The service-learning project previously discussed will take place over the entire term and will require students to synthesize the classroom curriculum with their practical experience. Drawing on the entire experience, students will individually and collectively determine which requests to fund and clearly document their reasoning. They will also be required to journalize their experience and write a reflection paper at the end of the term.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

By definition the nonprofit sector serves the ethical and social requirements of responsible citizenship. Students will discover the many ethical responsibilities and challenges faced by the nonprofit community including the complexities of international aid. One of the primary outcomes stated for this course is for students to be able to successfully participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment. This course will allow students to explore these options academically and with a hands-on service-learning experience.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Chair	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Margie Fyfield	mfyfield@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ESR 171	Course Title:	Environmental Science: Biological Perspectives
Course Credits:	4	Gen Ed Category:	Science,
Course Description:	Develops an understanding of environmental topics that are primarily biological in nature. Includes human population issues, matter and energy resources, ecosystems, environmental ethics, and food and land resources. The associated laboratories will illustrate these topics		
Course Outcomes:	<ul style="list-style-type: none"> • Express graphically, orally or in writing form, basic elements and functions of ecosystems. • Identify and express interactions of humans and the environment. • Utilize field and laboratory methods/technologies to measure and describe ecosystems. • Demonstrate an understanding of ecosystem functioning and human effects upon ecosystems. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a	

personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Identify and express interactions of humans and the environment as relates to biological populations, communities and ecosystems.
D. Ability to reason qualitatively and quantitatively.	Use scientific techniques and the scientific method to quantitatively (and qualitatively) describe human impacts on ecosystems. Use student gathered data to evaluate these impacts on specific ecosystems.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research, laboratory and field experiences and organize and evaluate data to understand impacts on ecosystems.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Participate in critical evaluation of human activities and their impacts on the functioning of biological populations, communities and ecosystems. Investigate how human actions impact nature and human cultures and how policies reflect cultural decisions relative to the environment.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Express graphically, orally or in writing form, basic elements and functions of ecosystems.
- Identify and express interactions of humans and the environment.
- Utilize field and laboratory methods/technologies to measure and describe ecosystems.
- Demonstrate an understanding of ecosystem functioning and human effects upon ecosystems.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

Essay, short and multiple choice exams.

Assessment (quantitatively and qualitatively) of field and laboratory experiences.

Research paper on environmental topic

Journal: self-assessment and exploration of topics

Oral presentations with accompanying Visual/graphical representations

Use of concept maps

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>Research paper requires the use of science format, plus evaluates use of scientific method to evaluate a current environmental issue</p> <p>Laboratory and field studies involve use of scientific method along with summary of findings and class discussion of results</p> <p>Discussions for lectures and labs include a strong component on the ethics of biological issues including mining, land management, wise management of resources, species diversity, and applications to local, state, national and global issues.</p> <p>Use of both oral and written presentations as well as lab notebooks and research paper to help develop critical thinking skills</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Research paper requires the use of science format, plus evaluates use of scientific method to evaluate a current environmental issue</p> <p>Discussions for lectures and labs include a strong component on the ethics of biological issues including mining, land management, wise management of resources, species diversity, natural resources management and applications to local, state, national and global issues.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Chair	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Margie Fyfield	mfyfield@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ESR 172	Course Title:	Environmental Science: Chemical Perspectives
Course Credits:	4	Gen Ed Category:	Science,
Course Description:	Develops an understanding of environmental topics that are primarily chemical in nature. Includes air pollution, global warming, toxicology, risk assessment, water pollution, and hazardous waste. The associated laboratories will illustrate these topics.		
Course Outcomes:	<ul style="list-style-type: none"> • Express graphically, orally or in writing form, basic elements of chemistry in the environment. • Identify and express interactions of humans and the environment. • Utilize field and laboratory methods/technologies to measure and describe environmental factors. • Demonstrate an understanding environmental chemistry and human effects upon it. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a	

personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Identify and express interactions of humans and the environment as relates to chemical issues.
D. Ability to reason qualitatively and quantitatively.	Use scientific techniques and the scientific method to quantitatively (and qualitatively) describe human impacts on ecosystems. Use student gathered data to evaluate these impacts on specific ecosystems.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research, laboratory and field experiences and organize and evaluate data to understand impacts on ecosystems.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Participate in critical evaluation of human activities and their impacts on the functioning of ecosystems especially with regard to various forms of pollution and the chemical pathways of movement of the pollutants through ecosystems. Investigate how human actions impact nature and human cultures and how policies reflect cultural decisions relative to the environment.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics. You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Express graphically, orally or in writing form, basic elements of chemistry in the environment.
- Identify and express interactions of humans and the environment.
- Utilize field and laboratory methods/technologies to measure and describe environmental factors.
- Demonstrate an understanding environmental chemistry and human effects upon it.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

Content based essay, short and multiple choice exams.

Write-ups of field and laboratory experiences using quantitative and qualitative methods.

Research paper on environmental topic – makes use of primary literature

Journal: self-assessment and exploration of topics

Oral presentations with accompanying Visual/graphical representations

Use of Concept Maps

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>Content based exams including objective and essay portions of exam</p> <p>Application of environmental issues to demonstrate their understanding through a chemical perspective, using in class discussion of major regional, national and global issues`</p> <p>Independent research paper</p> <p>Application of the scientific method to evaluate environmental impacts</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Paper requires use of primary literature,</p> <p>Discussions include scientific method and it’s use and misuse</p> <p>Essay questions on exam requires student interpretation and explanation of concepts in environmental chemistry as well as the influence of societies on the environment especially as relates to resource extraction and use by society.</p> <p>Discussions on our obligation to the planet as stewards of renewable and non-renewable natural resources and our impacts on future generations.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Chair	Name E-mail	Address
	Tom Robertson	troberts@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Margie Fyfield	mfyfield@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ESR 173	Course Title:	Environmental Science: Geological Perspectives
---------------------------	---------	---------------	--

Course Credits:	4	Gen Ed Category:	Science,
-----------------	---	------------------	----------

Course Description:	Develop an understanding of environmental topics that are primarily geological in nature. Includes geology basics, soil resources, hydrogeology, nonrenewable mineral and energy resources, perpetual energy resources, and solid waste. The associated laboratories will illustrate these topics.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Express graphically, orally or in writing form, basic elements of environmental earth-sciences. • Identify and express geological interactions of humans and the environment. • Utilize field and laboratory methods/technologies to measure and describe environmental factors. • Demonstrate an understanding geologic time scales and processes.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
---	--

B. Appreciation of history both from a global	
---	--

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use basic principles of earth sciences to identify and express interactions between humans and the environment. Analyze how decisions are made and the subsequent consequences to humans for their decisions past and present.
D. Ability to reason qualitatively and quantitatively.	Express graphically, orally or in writing form, basic elements of environmental earth-sciences. Includes lab, field and lecture exercises. Use scientific techniques to describe impacts to the environment of resource extraction and land management decisions.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research, lab and field experience to organize geologic information to illustrate an understanding of environmental geology.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Evaluate and illustrate an ability to recognize interrelationships between human cultures and their utilization and impact upon geologic resources upon which current and future societies depend.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Express graphically, orally or in writing the basic elements of environmental earth-sciences.

Identify and express geological interactions of humans and the environment.

Utilize field and laboratory methods/technologies to measure and describe environmental factors.

Demonstrate an understanding geologic time scales and processes.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>Essay, short and multiple choice exams.</p> <p>Assessment (quantitatively and qualitatively) of field and laboratory experiences using The Scientific Method.</p> <p>Research paper on environmental topic</p> <p>Journal: self-assessment and exploration of topics</p> <p>Oral presentations with accompanying visual/graphical representations</p> <ul style="list-style-type: none"> • Concept Maps • Graphs • Maps (topographic)
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>Research paper requires the use of science format, plus evaluates use of scientific method</p> <p>Laboratory and field studies involve use of scientific method along with summary of findings and class discussion of results</p> <p>Discussions for lectures and labs include a strong component on the ethics of geological issues including mining, land management, wise management of resources including both soil and other geologic resources.</p> <p>Presentations both through writing (lab notebooks/paper) and through oral presentations</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Paper requires use of primary literature,</p> <p>Discussions include scientific method and it’s use and misuse</p> <p>Essay questions on exam requires student interpretation and explanation of concepts in environmental geology as well as the influence on societies and the environment of resource extraction and wise use. Includes discussions on the wise use of natural resources and impacts on the environment as well as availability of natural resources for future generations.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 101	Proposed prefix and number	
Current course title	Fundamentals of Physics I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduction to Physics. Includes mechanics, vectors, energy, simple machines, satellite motion, and the theory of special relativity. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 	<ol style="list-style-type: none"> 1) Apply knowledge of mechanics and vectors to explain natural physical processes and related technological advances. 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 102	Proposed prefix and number	
Current course title	Fundamentals of Physics II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
A conceptual study of physics. Topics include properties of matter, heat and thermodynamics, and atomic and nuclear physics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 	<ol style="list-style-type: none"> 1) Apply knowledge of the properties of matter, thermodynamics, and atomic & nuclear physics to explain natural physical processes and related technological advances. 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 103	Proposed prefix and number	
Current course title	Fundamentals of Physics III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
A conceptual study of physics. Topics include waves and sound, electricity and magnetism, and light and optics. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.	

Reason for change	
-------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 	<ol style="list-style-type: none"> 1) Apply knowledge of sound waves, electricity and magnetism, and light to explain natural physical processes and related technological advances. 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 121	Proposed prefix and number	
Current course title	Elementary Astronomy	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces the contents of our solar system, including the earth, its moon, the other planets and moons; asteroids, comets, and meteors. Algebra recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes		
1) Complete the course successfully in order to continue on with this sequence and/or transfer to a university and continue on with the study of astronomy or related coursework. 2) Demonstrate knowledge of the vocabulary necessary in order to read and analyze articles in newspapers and magazines concerning astronomy. 3) Contrast and compare the planets and moons in our solar system with each other; 4) Describe comets, asteroids, and meteorites and theories of formation of our solar system and others. 5) Discuss and comment on life in our solar system and possibly elsewhere. (this outcome may be covered in Phy 122 and/or in Phy 123 at the discretion of the instructor.)		1) Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. 2) Use an understanding of our solar system to contrast and compare its planets and moons, and to explain the differences between comets, asteroids, and meteorites. 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.		
Reason for change	Gen Ed revision			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 122	Proposed prefix and number	
Current course title	Elementary Astronomy	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces stellar astronomy, including our sun, properties of stars, and stellar evolution. Algebra recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes			
1) Complete the course successfully in order to continue on with this sequence and/or transfer to a university and continue on with the study of astronomy or related coursework 2) Acquire the vocabulary necessary to be able to read and analyze articles in newspapers and magazines relating to astronomy. 3) Discuss the formation of our sun and other stars, their properties, and how we are able to interpret the information we receive from radiation from the stars; 4) Compare stellar distances and methods of determination. 5) Outline the process of stellar evolution, including red giants, neutron stars, black holes, white dwarf stars.		1) Analyze the formation of our sun and other stars, their properties, and how we are able to interpret the information we receive from radiation from the stars. 2) Use the process of stellar evolution to explain red giants, neutron stars, black holes, and white dwarf stars. 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.			
Reason for change	Gen Ed revision				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
Current prerequisites, corequisites and concurrent					
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
<input type="checkbox"/> Placement into: .					
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent					

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 123	Proposed prefix and number	
Current course title	Elementary Astronomy	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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</p>			
Current Description		Proposed Description	
Introduction to star clusters, the contents of our galaxy; other galaxies, including active galaxies, and cosmology. Algebra recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.			
Reason for change			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Complete the course successfully in order to continue on with the study of astronomy or related coursework, either at PCC or at a university. 2) Acquire the vocabulary necessary to read and analyze articles in newspapers and magazines concerning astronomy. 3) Contrast and compare our galaxy and other galaxies as to type, contents, age, luminosity, motion, size. 4) Discuss AGN's: including: radio galaxies, quasars, Seyfert galaxies. 5) Summarize the size, age, structure and motion of the universe overall, and cosmological models. 6) Describe the “dark matter” issue and possible composition and implications. 	<ol style="list-style-type: none"> 1) Use an understanding of our galaxy to contrast and compare it with other galaxies as to type, contents, age, luminosity, motion, and size. 2) Use cosmological models to analyze the size, age, structure, and motion of the universe overall. 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

Reason for change

Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 201	Proposed prefix and number	
Current course title	General Physics	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introductory physics (algebra based) for science majors, pre-medical, pre-dental, pre-chiropractic and pre-physical therapy students. Topics include mechanics including statics, forces and motion energy, collisions, circular motion and rotational dynamics. Prerequisite or concurrent: MTH 111A, B or C and their prerequisite requirements.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 8) be prepared for future study in pre-medicine, biology, geology, or related fields. 	<ol style="list-style-type: none"> 1) Apply knowledge of linear motion, forces, energy, and circular motion to explain natural physical processes and related technological advances. 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

Reason
for
change

Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 202	Proposed prefix and number	
Current course title	General Physics	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Topics include mechanical properties of matter, heat, waves, sound and light. Algebra-based physics. Prerequisite: PHY 201 and its required prerequisites.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 8) be prepared for future study in pre-medicine, biology, geology, or related fields. 	<ol style="list-style-type: none"> 1) Apply knowledge of thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances. 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 203	Proposed prefix and number	
Current course title	General Physics	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Topics include electricity, magnetism and radioactivity. Algebra-based physics. Prerequisite: PHY 201 and its prerequisite requirements.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 8) be prepared for future study in pre-medicine, biology, geology, or related fields. 	<ol style="list-style-type: none"> 1) Apply knowledge of electricity, magnetism, and modern physics to explain natural physical processes and related technological advances. 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 211	Proposed prefix and number	
Current course title	General Physics (Calculus)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Topics include concepts in mechanics and their relationship to practical applications for science and engineering majors. Prerequisites: MTH 251 and MTH 252 and their prerequisite requirements. Prerequisite/Concurrent: MTH 252.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 8) be prepared for future study in engineering, chemistry, advanced physics, or related fields. 	<ol style="list-style-type: none"> 1) Apply knowledge of motion, forces, energy, and circular motion to explain natural physical processes and related technological advances. 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#). yes
 no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 212	Proposed prefix and number	
Current course title	General Physics (Calculus)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Topics include concepts in fluid mechanics, waves, thermodynamics and optics. Prerequisites: PHY 211 and its prerequisite requirements.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 8) be prepared for future study in engineering, chemistry, advanced physics, or related fields. 	<ol style="list-style-type: none"> 1) Apply knowledge of fluids, thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances. 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#). yes
 no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Physics	Submitter name	Laura Fellman
		Phone	971-722-7040
		Email	lfellman@pcc.edu
Current prefix and number	PHY 213	Proposed prefix and number	
Current course title	General Physics (Calculus)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Topics include concepts in electromagnetism together with their relationship to practical applications. Prerequisites: PHY 211 and its prerequisite requirements.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1) Have an increased awareness of the physics behind phenomena observed in everyday life, including an understanding of our natural and technological environments. 2) Be able to apply abstract mathematical and physical principles to specific problems such as those presented in the homework and on tests, and to reason both qualitatively and quantitatively. 3) Be able to apply these same principles when confronted with similar situations in the real world, taking into account factors such as reasonable approximation and limitations due to uncertainty. 4) Have strengthened mathematical skills due to the constant application of mathematics in physics. 5) Be able to design experiments and acquire data with the goal of verification of physical principles. 6) Have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. 7) Have an appreciation for the historical advancement of physics, and its relation to other disciplines. 8) be prepared for future study in engineering, chemistry, advanced physics, or related fields. 	<ol style="list-style-type: none"> 1) Apply knowledge of electricity and magnetism to explain natural physical processes and related technological advances. 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
Reason for change	Gen Ed revision

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Prerequisite Corequisite pre/con

prefix & number: Prerequisite Corequisite pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#). yes
 no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Laura Fellman	lfellman@pcc.edu	11/01/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/01/10

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 101	Course Title:	Fundamentals of Physics I
Course Credits:	4	Gen Ed Category:	Science
Course Description:	Introduction to Physics. Includes mechanics, vectors, energy, simple machines, satellite motion, and the theory of special relativity. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of mechanics and vectors to explain natural physical processes and related technological advances. 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of mechanics and vectors to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of mechanics and vectors to explain natural physical processes and related technological advances.
- 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 102	Course Title:	Fundamentals of Physics II
Course Credits:	4	Gen Ed Category:	Science
Course Description:	A conceptual study of physics. Topics include properties of matter, heat and thermodynamics, and atomic and nuclear physics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		

Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of the properties of matter, thermodynamics, and atomic & nuclear physics to explain natural physical processes and related technological advances. 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of the properties of matter, thermodynamics, and atomic & nuclear physics to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of the properties of matter, thermodynamics, and atomic & nuclear physics to explain natural physical processes and related technological advances.
- 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics.</p> <p>-Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data.</p> <p>-Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others.</p> <p>-Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life.</p> <p>-Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment.</p> <p>-Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 103	Course Title:	Fundamentals of Physics III
Course Credits:	4	Gen Ed Category:	Science
Course Description:	A conceptual study of physics. Topics include waves and sound, electricity and magnetism, and light and optics. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of sound waves, electricity and magnetism, and light to explain natural physical processes and related technological advances. 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of sound waves, electricity and magnetism, and light to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of sound waves, electricity and magnetism, and light to explain natural physical processes and related technological advances.
- 2) Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 121	Course Title:	Elementary Astronomy
---------------------------	---------	---------------	----------------------

Course Credits:	4	Gen Ed Category:	Science
-----------------	---	------------------	---------

Course Description:	Introduces the contents of our solar system, including the earth, its moon, the other planets and moons; asteroids, comets, and meteors. Algebra recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1) Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. 2) Use an understanding of our solar system to contrast and compare its planets and moons, and to explain the differences between comets, asteroids, and meteorites. 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Outcomes 1 and 5 address this element.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Outcomes 1, 2, 3, 4, and 5 address this element.
D. Ability to reason qualitatively and quantitatively.	Outcomes 1, 2, 3, 4, and 5 address this element.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes 1, 2, 3, 4, and 5 address this element.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome 5 addresses this element.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky.
- 2) Use an understanding of our solar system to contrast and compare its planets and moons, and to explain the differences between comets, asteroids, and meteorites.
- 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy.
- 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy.
- 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of astronomy. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in astronomy and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 122	Course Title:	Elementary Astronomy
Course Credits:	4	Gen Ed Category:	Science
Course Description:	Introduces stellar astronomy, including our sun, properties of stars, and stellar evolution. Algebra recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		

Course Outcomes:	<ol style="list-style-type: none"> 1) Analyze the formation of our sun and other stars, their properties, and how we are able to interpret the information we receive from radiation from the stars. 2) Use the process of stellar evolution to explain red giants, neutron stars, black holes, and white dwarf stars. 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Outcome 5 addresses this element.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Outcomes 1, 2, 3, 4, and 5 address this element.
D. Ability to reason qualitatively and quantitatively.	Outcomes 1, 2, 3, 4, and 5 address this element.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes 1, 2, 3, 4, and 5 address this element.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome 5 addresses this element.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Analyze the formation of our sun and other stars, their properties, and how we are able to interpret the information we receive from radiation from the stars.
- 2) Use the process of stellar evolution to explain red giants, neutron stars, black holes, and white dwarf stars.
- 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy.
- 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy.
- 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of astronomy. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in astronomy and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 123	Course Title:	Elementary Astronomy
Course Credits:	4	Gen Ed Category:	Science
Course Description:	Introduction to star clusters, the contents of our galaxy; other galaxies, including active galaxies, and cosmology. Algebra recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Use an understanding of our galaxy to contrast and compare it with other galaxies as to type, contents, age, luminosity, motion, and size. 2) Use cosmological models to analyze the size, age, structure, and motion of the universe overall. 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Outcome 5 addresses this element.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Outcomes 1, 2, 3, 4, and 5 address this element.
D. Ability to reason qualitatively and quantitatively.	Outcomes 1, 2, 3, 4, and 5 address this element.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes 1, 2, 3, 4, and 5 address this element.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome 5 addresses this element.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Use an understanding of our galaxy to contrast and compare it with other galaxies as to type, contents, age, luminosity, motion, and size.
- 2) Use cosmological models to analyze the size, age, structure, and motion of the universe overall.
- 3) Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy.
- 4) Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy.
- 5) Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of astronomy.</p> <p>-Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data.</p> <p>-Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others.</p> <p>-Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in astronomy and related disciplines and evaluate the implications of these issues upon everyday life.</p> <p>-Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment.</p> <p>-Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 201	Course Title:	General Physics
---------------------------	---------	---------------	-----------------

Course Credits:	4	Gen Ed Category:	Science
-----------------	---	------------------	---------

Course Description:	Introductory physics (algebra based) for science majors, pre-medical, pre-dental, pre-chiropractic and pre-physical therapy students. Topics include mechanics including statics, forces and motion energy, collisions, circular motion and rotational dynamics. Prerequisite or concurrent: MTH 111A, B or C and their prerequisite requirements.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of linear motion, forces, energy, and circular motion to explain natural physical processes and related technological advances. 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of linear motion, forces, energy, and circular motion to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of linear motion, forces, energy, and circular motion to explain natural physical processes and related technological advances.
- 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 202	Course Title:	General Physics
Course Credits:	4	Gen Ed Category:	Science
Course Description:	Topics include mechanical properties of matter, heat, waves, sound and light. Algebra-based physics. Prerequisite: PHY 201 and its required prerequisites.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances. 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances.
- 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics.</p> <p>-Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data.</p> <p>-Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others.</p> <p>-Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life.</p> <p>-Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment.</p> <p>-Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 203	Course Title:	General Physics
Course Credits:	4	Gen Ed Category:	Science
Course Description:	Topics include electricity, magnetism and radioactivity. Algebra-based physics. Prerequisite: PHY 201 and its prerequisite requirements.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of electricity, magnetism, and modern physics to explain natural physical processes and related technological advances. 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of electricity, magnetism, and modern physics to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of electricity, magnetism, and modern physics to explain natural physical processes and related technological advances.
- 2) Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 211	Course Title:	General Physics (Calculus)
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Topics include concepts in mechanics and their relationship to practical applications for science and engineering majors. Prerequisites: MTH 251 and MTH 252 and their prerequisite requirements. Prerequisite/Concurrent: MTH 252.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of motion, forces, energy, and circular motion to explain natural physical processes and related technological advances. 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of motion, forces, energy, and circular motion to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of motion, forces, energy, and circular motion to explain natural physical processes and related technological advances.
- 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 212	Course Title:	General Physics (Calculus)
---------------------------	---------	---------------	----------------------------

Course Credits:	5	Gen Ed Category:	Science
-----------------	---	------------------	---------

Course Description:	Topics include concepts in fluid mechanics, waves, thermodynamics and optics. Prerequisites: PHY 211 and its prerequisite requirements.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of fluids, thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances. 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of fluids, thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of fluids, thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances.
- 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Chair	Name E-mail	Address
	Laura Fellman	lfellman@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	PHY 213	Course Title:	General Physics (Calculus)
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Topics include concepts in electromagnetism together with their relationship to practical applications. Prerequisites: PHY 211 and its prerequisite requirements.		
Course Outcomes:	<ol style="list-style-type: none"> 1) Apply knowledge of electricity and magnetism to explain natural physical processes and related technological advances. 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world. 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies. 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Apply knowledge of electricity and magnetism to explain natural physical processes and related technological advances.
D. Ability to reason qualitatively and quantitatively.	Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
E. Ability to conceptually organize experience and discern its meaning.	Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- 1) Apply knowledge of electricity and magnetism to explain natural physical processes and related technological advances.
- 2) Use an understanding of calculus along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.
- 3) Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.
- 4) Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>-Interactive lecture material, content based exam questions, and homework assignments require students to demonstrate their understanding of the fundamental concepts, theories, and models of the study of physics. -Laboratory exercises and written reports allow students to develop technical skills, hypothesize, participate in inquiry-based activities, and evaluate data through the use of instrumentation and mathematics.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>-Laboratory exercises involve collaborative exploration of the scientific method; hypothesis generation, data collection, and drawing conclusions based on data. -Class discussions require students to analyze conceptual and numerical problems collaboratively, provide explanations of their reasoning, and acknowledge alternative explanations provided by others. -Homework assignments and exams require students to analyze conceptual and numerical problems individually, to provide explanations of their reasoning, and to evaluate their answers for practicality.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>-Class discussions explore current issues in physics and related disciplines and evaluate the implications of these issues upon everyday life. -Lecture material includes the role of technology on the development of certain scientific models and instruments, and the impact of these developments upon society and the environment. -Class discussions include relevant scientific studies, and the strengths and weaknesses inherent in different types of research.</p>
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	PHL 210	Course Title:	Intro to Asian Philosophy
---------------------------	---------	---------------	---------------------------

Course Description:	Introduces the non-dualistic philosophies of India, China, Japan, and South East Asia, which offer a complementary approach to Western traditions in logic, ethics, epistemology, and metaphysics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Recognize and identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought • Identify and explain foreign terms and concepts in each tradition • Recognize and reflect on cultural influences that have shaped their own intellectual perspectives, concepts, and values • Recognize and reflect on cultural perspectives which differ from their own
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Recognize and identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought • Identify and explain foreign terms and concepts in each tradition • Recognize and reflect on cultural influences that have shaped their own intellectual perspectives, concepts, and values • Recognize and reflect on cultural perspectives which differ from their own
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Introduction to Asian Philosophy was designed to facilitate students' understandings of worldviews outside the tradition of Western Philosophy and culture. Therefore, the intent of the course and its explicit outcomes mesh well with the state-wide Cultural Literacy criteria. As stated in the PHL 210 CCOG, the outcomes for the course include identifying and analyzing complex terms and concepts from Hindu, Buddhist, Taoist, and Confucian philosophies. By exploring ideas outside of traditionally conceived western culture and philosophy students are able to recognize and reflect on cultural influences that have shaped their own perspectives and values. Studying the development of Asian Philosophy in these traditions, each inclusive of many historical schools, and gaining mastery of concepts and vocabulary foreign to western philosophy, gives students an awareness of the evolution of thoughts and cultures that will broaden their own intellectual horizons. As students become more proficient in understanding cultural contexts outside their own, the engaged critique of dominant worldview paradigms is more readily accomplished.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	John Farnum	Jfarnum@pcc.edu

SAC Chair	Name E-mail	Address
	Mike Warwick	mwarwick@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Brooke Gondara	bgondara@pcc.edu

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Political Science	Submitter name	Rosa M. Bettencourt
		Phone	503-977-4081
		Email	rbettenc@pcc.edu
Current prefix and number	PS 204	Proposed prefix and number	same
Current course title	Comparative Political Systems	Proposed title (60 characters max)	same
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Covers the study of political systems in various countries. Includes such issues as policy-making, representation/ participation, political culture, political economy and development and governance. Countries chosen will represent various political systems including, democracies, totalitarian regimes, dictatorships, post-communist systems in transition, newly industrializing and developing countries. Prerequisites:	No change

WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • compare and evaluate the different political systems currently functioning in the global system • recognize and reflect on the interconnectedness of the international activities and local realities • become an active participant in the political processes that effect international policies • have the ability to reflect on a political issues and make personal value judgments regarding these issues recognizing the diversity of points of view • be prepared for a successful transfer to and performance at a four-year university or college if they so choose • engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings-- like at a "bus stop" 	<ol style="list-style-type: none"> 1. Explore how culturally based assumptions shape any country’s perceptions, behaviors, and policies in relation to political systems in other countries. 2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems. 3. Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes. 4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

Reason for change	Needed to be updated as part of program review and new criteria for cultural literacy and general education lists
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
X <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			
X <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu 11/08/10	
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu 11/08/10	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Political Science	Submitter name	Rosa M. Bettencourt
		Phone	503-977-4081
		Email	rbettenc@pcc.edu
Current prefix and number	PS 205	Proposed prefix and number	same
Current course title	Global Politics: Conflict and Cooperation	Proposed title (60 characters max)	same
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Examines the nature of relations among states. Topics include motivating factors such as nationalism and imperialism, economic rivalries and the quest for security, questions of national sovereignty and international cooperation, war and peace, global issues, and the future. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	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), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> * recognize and reflect on the interconnectedness of the international activities and local realities * become an active participant in the political processes that effect international policies * have the ability to reflect on a political issues and make personal value judgments regarding these issues recognizing the diversity of points of view * be prepared for a successful transfer to and performance at a four-year university or college if they so choose * engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings-- like at a "bus stop" 	<ol style="list-style-type: none"> 1. Explore how culturally based assumptions shape any countries’ foreign policies and international interactions , as well as, with inter-governmental organizations and non-governmental organizations. 2. Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism). 3. Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

Reason for change	Needed to be updated as part of program review and cultural literacy and general education lists.
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
X <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes X <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu 11/08/10	
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu 11/08/10	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Political Science	Submitter name	Rosa M. Bettencourt
		Phone	503-977-4081
		Email	rbettenc@pcc.edu
Current prefix and number	PS 211	Proposed prefix and number	same
Current course title	Peace and Conflict	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Explores the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict are considered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	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), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • To become an active participant in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. • To develop critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. • To communicate in ways likely to encourage democratic values, while resolving conflict effectively among individuals and groups of people as nonviolently as may be allowed by circumstances. • To be prepared for a successful transfer to and performance at a four-year college or university or other program as might be one's choice. • To engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings -- like with a stranger at a bus stop. 	<ol style="list-style-type: none"> 1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.. 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.

Reason for change	Needed to be updated as part of program review and new criteria for cultural literacy and general education lists.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
X <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			
X <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes x <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x <input type="checkbox"/> Yes <input type="checkbox"/> No	This course is co-listed with SOC 211. SAC chairs have worked together to change outcomes.
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu 11/08/10	
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu 11/08/10	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Political Science	Submitter name	Rosa M. Bettencourt
		Phone	503-977-4081
		Email	rbettenc@pcc.edu
Current prefix and number	PS 225	Proposed prefix and number	same
Current course title	Political Ideology: Alternative Idea Systems	Proposed title (60 characters max)	Political Ideologies: Idea Systems
Reason for title change	Clear more descriptive	Proposed transcript title (30 characters max)	Poli. Ideologies: Idea Systems

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 sources, strengths and weaknesses of contemporary ideologies, and the conditions which lead to conflict or to cooperation among them. Includes liberalisms, conservativisms, socialisms, fascisms, and other idea systems. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent test scores.	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), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • To become capable of distinguishing among major contemporary ideologies, noting the conditions which lead to conflict and to cooperation among them. • To develop critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. • To communicate clearly an understanding of the sources contributing to different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. • To be prepared for a successful transfer to and performance at a four-year college or university or other program as might be one's choice. • To engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings -- like with a stranger at a bus stop. 	<ol style="list-style-type: none"> 1. Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them. 2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. 3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.

Reason for change	Needed to be updated as part of program review and new criteria for cultural literacy and general education.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
x <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			
x <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes x <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu 11/08/10	
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu 11/08/10	

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	PS 204	Course Title:	Comparative Political Systems
---------------------------	--------	---------------	-------------------------------

Course Description:	Covers the study of political systems in various countries. Includes such issues as policy-making, representation/ participation, political culture, political economy and development and governance. Countries chosen will represent various political systems including, democracies, totalitarian regimes, dictatorships, post-communist systems in transition, newly industrializing and developing countries. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Explore how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries. 2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems. 3. Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes. 4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems.
------------------	--

	<p>5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.</p>	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>1. Explore how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries. (meets Cultural Literacy Criteria # 1)</p> <p>2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems. (meets Cultural Literacy Criteria # 2)</p> <p>3. Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes. (meets Cultural Literacy Criteria "C")</p> <p>4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems. (meets Cultural Literacy Criteria "D")</p>	
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>		
	Karen Sanders	ksanders@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:
--

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:
--

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.
--

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

- | |
|--|
| <ol style="list-style-type: none"> 1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies. 2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues. |
|--|

Each course <i>may</i> also do one or more of the following:
--

- | |
|---|
| <ol style="list-style-type: none"> A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs. B. Investigate how discrimination arises from culturally defined meanings attributed to difference. C. Analyze how social institutions perpetuate systems of privilege and discrimination. D. Explore social constructs in terms of power relationships. |
|---|

4. Apply for the AAOT Cultural Literacy Designation by answering the following:
--

Course Prefix and Number:	PS 205	Course Title:	Global Politics: Conflict and Cooperation
---------------------------	--------	---------------	---

Course Description:	Examines the nature of relations among states. Topics include motivating factors such as nationalism and imperialism, economic rivalries and the quest for security, questions of national sovereignty and international cooperation, war and peace, global issues, and the future. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Explore how culturally based assumptions shape any countries' foreign policies and international interactions , as well as, with inter-governmental organizations and non-governmental organizations. 2. Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism). 3. Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view.
------------------	--

	<p>5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.</p>
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Explore how culturally based assumptions shape any countries' foreign policies and international interactions , as well as, with inter-governmental organizations and non-governmental organizations. (meets Cultural Literacy Criteria # 1) 2. Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism). (meets Cultural Literacy Criteria # 2) 3. Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships. (meets Cultural Literacy Criteria "C and D") 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view. (meets Cultural Literacy Criteria "A")
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>PS 205 Global Politics meets the Cultural Literacy criteria in the following manner:</p> <p>Identifies complex elements of the international system and interactions of nation-states as informed by culturally influenced power relationships. Students interpret how the historical evolution of international relations lays a foundation for conflict and cooperation among international actors on a global scale in the contemporary world.</p> <p>Course Outcome # 1 meets Cultural Literacy Criteria # 1 Course Outcome # 2 meets Cultural Literacy Criteria # 2 Course Outcomes # 3 and meet Cultural Literacy Criteria “C and D” Course Outcomes # 4 and meet Cultural Literacy Criteria “A”</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Bettencourt/Sonnleitner	rbettenc@pcc.edu

SAC Chair	Name E-mail	Address
	Rosa M. Bettencourt	rbettenc@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Karen Sanders	ksanders@pcc.edu

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	PS 211	Course Title:	Peace and Conflict
---------------------------	--------	---------------	--------------------

Course Description:	Explores the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict are considered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ol style="list-style-type: none"> 1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.. 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.
------------------	---

	<p>5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.</p>
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. (meets Cultural Literacy Criteria # 1) 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future. (meets Cultural Literacy Criteria # 2) 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. (meets Cultural Literacy Criteria "A" and "C") 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. (meets Cultural Literacy Criteria "A" and "C")
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>PS 211 Peace and Conflict meets the Cultural Literacy in the following manner:</p> <p>Examines historical and contemporary case studies of peace activists and movements for change. Students are challenged to show respect for others, sensitivity to claims of exploitation, and the need to build communities of understanding. Students reflect upon their own personal values comparing and contrasting these with those reflected in the peace activists and movements studied in the course.</p> <p>Course Outcome # 1 meets Cultural Literacy Criteria # 1 Course Outcome # 2 meets Cultural Literacy Criteria # 2 Course Outcomes # 3 and 4 meet Cultural Literacy Criteria “A” and “C”</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Bettencourt/Sonnleitner rbettenc@p</p>	<p>cc.edu</p>
<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Rosa M. Bettencourt</p>	<p>rbettenc@pcc.edu</p>
<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Karen Sanders</p>	<p>ksanders@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:
--

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:
--

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:
--

Course Prefix and Number:	PS 225	Course Title:	Poli. Ideologies: Idea Systems
---------------------------	--------	---------------	--------------------------------

Course Description:	Covers sources, strengths and weaknesses of contemporary ideologies, and the conditions which lead to conflict or to cooperation among them. Includes liberalisms, conservativisms, socialisms, fascisms, and other idea systems. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent test scores.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> 1. Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them. 2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. 3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.
------------------	--

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ol style="list-style-type: none"> 1. Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them. (meets Cultural Literacy Criteria # 1) 2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. (meets Cultural Literacy Criteria # 2) 3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions. (meets Cultural Literacy Criteria "A") 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view. (meets Cultural Literacy Criteria "A")
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>PS 225 Political Ideologies: Idea Systems meets the Cultural Literacy criteria in the following manner:</p> <p>Identifies and analyzes a wide range of contemporary ideologies, exploring their historical roots and systematically examining their assumptions, beliefs, and strategies for achieving their goals within different cultural contexts. Students reflect upon their own personal value systems, comparing and contrasting their own views with those studied in the course. Students are encouraged to understand consequences of their ways of thinking as these relate to their views, reflecting empathy with and sensitivity to those who may disagree with them.</p> <p>Course Outcome # 1 meets Cultural Literacy Criteria # 1 Course Outcome # 2 meets Cultural Literacy Criteria # 2 Course Outcomes # 3 and 4 meet Cultural Literacy Criteria “A”</p>
---	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Bettencourt/Sonnleitner rbettenc@p	cc.edu

SAC Chair	Name E-mail	Address
	Rosa M. Bettencourt	rbettenc@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Karen Sanders	ksanders@pcc.edu

**Save this document as the course prefix and number.
 Send completed form electronically to curriculum@pcc.edu**

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: Art		Submitter name Phone Email	Elizabeth Bilyeu 971-722-5097 ebilyeu@pcc.edu
Course Prefix and Number:	ART 204H	# Credits:	4
Course Title: 60 characters max	History of Western Art: Honors	Transcript Title (30 characters max)	History of Western Art: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 120 hours Lec/lab (# of hours): Lab (# of hours):
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	History of Western Art: Honors. Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Objectives center on viewing, analyzing and comparing many art forms in an historical context, and covers the Paleolithic, Ancient Near Eastern, and Aegean cultures, beginning about 30,000 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to Course Description:	No addendum other than the 3.25 GPA (and "honors" title).
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum

Learning Outcomes: (Use observable and measurable verbs)	<p><u>Intended Outcomes for the course</u> The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p><u>Additional Honors Outcomes for the course</u> The student will:</p> <ul style="list-style-type: none"> • recognize and respond to various art historical methodologies. Apply these methodologies to art in discussion and writing. • demonstrate leadership in the classroom or other art historical arena.
---	---

Course activities and design: (from CCOG)	N/A (See assessment strategies.)
--	----------------------------------

Outcomes assessment strategies:	<p><u>Outcome Assessment Strategies</u> The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format • research, plan, compose, edit and revise short papers <p><u>Additional Honors Assessment Strategies for the course</u></p> <ul style="list-style-type: none"> • produce a portfolio quality paper or project demonstrating competencies for transfer to selective academic programs
---------------------------------	--

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>Course Content (Themes, Concepts, Issues and Skills)</p> <p>Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • pattern-based thinking and historical process • various interpretations of art • art and gender • creativity and the impulse to make art <p>Stylistic and Interpretive</p> <ul style="list-style-type: none"> • visual literacy • art media and artistic technique • "seeing and knowing" • iconography • formal elements of art <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and economics • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the impulse to make art ○ the Gestalt of art ○ the role of the artist in society ○ biography • geography and its influence on art and culture • artifact recovery, analysis, and restoration <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • work creatively with art historical data, using it to develop principles of art history • recognize and appraise patterns in historical phenomena • assess the ways in which an art object is affected by our own vantage point • recognize and discriminate among various styles of art • trace the development of art from one period to another • analyze formally works of art and appreciate the interrelationship of its elements

	<ul style="list-style-type: none"> • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general <p><u>Additional Honors Competencies and Skills:</u> The successful student should be able to:</p> <ul style="list-style-type: none"> • articulate the differences in art historical methodologies • critique art historical writings, including primary and secondary sources • publish and/or present original art historical ideas within or outside of the classroom
Reason for the new course	This course creates an Honors version of ART 204.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p>	
<ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? 	
<p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence: Transferability Status in process for all Art classes. Follow parent course.
Identify comparables at Oregon schools	N/A
Is General Education or Cultural	<input type="checkbox"/> Yes – Submit the General Education form

Diversity designation being sought at this time?	<input checked="" type="checkbox"/> No -- Designations already in place for parent course.
--	--

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):	Follow the parent course.	# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Follow the parent course.
--	---------------------------

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Follow the parent course.
--	---------------------------

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.	Follow the parent course.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email
Marie Sivak	msivak@pcc.edu
SAC Administrative Liaison	Email

Kate Dins

kdins@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department: Art		Submitter name Phone Email	Elizabeth Bilyeu 971-722-5097 ebilyeu@pcc.edu
Course Prefix and Number:	ART 205H	# Credits:	4
Course Title: 60 characters max	History of Western Art: Honors	Transcript Title (30 characters max)	History of Western Art: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 120 hours Lec/lab (# of hours): Lab (# of hours):

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	X
Pass/No pass	X	<input type="checkbox"/>
Audit in consultation with faculty	X	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title

Course fee: **Identify only fees that are above and beyond the usual PCC fees**

Course Description: (field will expand as needed)	History of Western Art: Honors. Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Objectives center on viewing, analyzing and comparing many art forms in an historical context, and covers Late Antiquity, Early Christian and Medieval periods, beginning about 500 BC. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA.
--	---

Begin the course description with an active verb. Include recommendations in the description.

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to Course Description:	No addendum other than the 3.25 GPA (and "honors" title).
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum

Learning Outcomes: (Use observable and measurable verbs)	<p><u>Intended Outcomes for the course</u> The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p><u>Additional Honors Outcomes for the course</u> The student will:</p> <ul style="list-style-type: none"> • recognize and respond to various art historical methodologies. Apply these methodologies to art in discussion and writing. • demonstrate leadership in the classroom or other art historical arena.
---	---

Course activities and design: (from CCOG)	N/A (See assessment strategies.)
--	----------------------------------

Outcomes assessment strategies:	<p><u>Outcome Assessment Strategies</u> The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format • research, plan, compose, edit and revise short papers <p><u>Additional Honors Assessment Strategies for the course</u> The student will:</p> <ul style="list-style-type: none"> • produce a portfolio quality paper or project demonstrating competencies for
---------------------------------	--

	transfer to selective academic programs
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>Course Content (Themes, Concepts, Issues and Skills)</p> <p>Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • pattern-based thinking and historical process • various interpretations of art • art and gender • creativity and the impulse to make art <p>Stylistic and Interpretive</p> <ul style="list-style-type: none"> • visual literacy • art media and artistic technique • "seeing and knowing" • iconography • formal elements of art <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and economics • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the impulse to make art ○ the Gestalt of art ○ the role of the artist in society ○ biography • geography and its influence on art and culture • artifact recovery, analysis, and restoration <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • work creatively with art historical data, using it to develop principles of art history • recognize and appraise patterns in historical phenomena • assess the ways in which an art object is affected by our own vantage point • recognize and discriminate among various styles of art • trace the development of art from one period to another • analyze formally works of art and appreciate the interrelationship of its elements

	<ul style="list-style-type: none"> • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general <p><u>Additional Honors Competencies and Skills:</u> The successful student should be able to:</p> <ul style="list-style-type: none"> • articulate the differences in art historical methodologies • critique art historical writings, including primary and secondary sources • publish and/or present original art historical ideas within or outside of the classroom
Reason for the new course	This course creates an Honors version of ART 205.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p>	
<ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? 	
<p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence: Transferability Status in process for all Art classes. Follow parent course.
Identify comparables at Oregon schools	N/A
Is General Education or Cultural	<input type="checkbox"/> Yes – Submit the General Education form

Diversity designation being sought at this time?	x No – Designations already in place for parent course.
--	---

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):	Follow the parent course.	# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Follow the parent course.
--	---------------------------

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Follow the parent course.
--	---------------------------

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.	Follow the parent course.
--	---------------------------

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
----------------------	---

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email
Marie Sivak	msivak@pcc.edu
SAC Administrative Liaison	Email

Kate Dins

kdins@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: Art		Submitter name Phone Email	Elizabeth Bilyeu 971-722-5097 ebilyeu@pcc.edu
Course Prefix and Number:	ART 206H	# Credits:	4
Course Title: 60 characters max	History of Western Art: Honors	Transcript Title (30 characters max)	History of Western Art: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 120 hours Lec/lab (# of hours): Lab (# of hours):
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X	X	
Pass/No pass	X	<input type="checkbox"/>	
Audit in consultation with faculty	X	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	History of Western Art: Honors. Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Objectives center on viewing, analyzing and comparing many art forms in an historical context, and covers the Renaissance and Baroque periods, beginning about 1300 AD. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to Course Description:	No addendum other than the 3.25 GPA (and "honors" title).
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum

Learning Outcomes: (Use observable and measurable verbs)	<p><u>Intended Outcomes for the course</u> The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p><u>Additional Honors Outcomes for the course</u> The student will:</p> <ul style="list-style-type: none"> • recognize and respond to various art historical methodologies. Apply these methodologies to art in discussion and writing. • demonstrate leadership in the classroom or other art historical arena.
---	---

Course activities and design: (from CCOG)	N/A (See assessment strategies.)
--	----------------------------------

Outcomes assessment strategies:	<p><u>Outcome Assessment Strategies</u> The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format • research, plan, compose, edit and revise short papers <p><u>Additional Honors Assessment Strategies for the course</u> The student will:</p> <ul style="list-style-type: none"> • produce a portfolio quality paper or project demonstrating competencies for
---------------------------------	--

	transfer to selective academic programs
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>Course Content (Themes, Concepts, Issues and Skills)</p> <p>Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • pattern-based thinking and historical process • various interpretations of art • art and gender • creativity and the impulse to make art <p>Stylistic and Interpretive</p> <ul style="list-style-type: none"> • visual literacy • art media and artistic technique • "seeing and knowing" • iconography • formal elements of art <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and economics • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the impulse to make art ○ the Gestalt of art ○ the role of the artist in society ○ biography • geography and its influence on art and culture • artifact recovery, analysis, and restoration <p>Competencies and Skills:</p> <p>The successful student should be able to:</p> <ul style="list-style-type: none"> • work creatively with art historical data, using it to develop principles of art history • recognize and appraise patterns in historical phenomena • assess the ways in which an art object is affected by our own vantage point • recognize and discriminate among various styles of art • trace the development of art from one period to another • analyze formally works of art and appreciate the interrelationship of its elements

	<ul style="list-style-type: none"> • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general <p><u>Additional Honors Competencies and Skills:</u> The successful student should be able to:</p> <ul style="list-style-type: none"> • articulate the differences in art historical methodologies • critique art historical writings, including primary and secondary sources • publish and/or present original art historical ideas within or outside of the classroom
Reason for the new course	This course creates an Honors version of ART 206.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p>	
<ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? 	
<p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence: Transferability Status in process for all Art classes. Follow parent course.
Identify comparables at Oregon schools	N/A
Is General Education or Cultural	<input type="checkbox"/> Yes – Submit the General Education form

Diversity designation being sought at this time?	<input checked="" type="checkbox"/> No – Designations already in place for parent course.
--	---

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):	Follow the parent course.	# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Follow the parent course.
--	---------------------------

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Follow the parent course.
--	---------------------------

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.	Follow the parent course.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email
Marie Sivak	msivak@pcc.edu
SAC Administrative Liaison	Email

Kate Dins

kdins@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ART 207	Course Title:	History of Asian Art
---------------------------	---------	---------------	----------------------

Course Description:	Explores and analyzes the visual arts in relation to the culture of India from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<p>Intended Outcomes for the course The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Outcome Assessment Strategies The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format • research, plan, compose, edit and revise short papers
------------------	--

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues:

Theoretical

- theory and criticism in the history of art
- pattern-based thinking and historical process
- various interpretations of art
- art and gender
- creativity and the impulse to make art

Stylistic and Interpretive

- visual literacy
- art media and artistic technique
- "seeing and knowing"
- iconography
- formal elements of art

Social and Cultural

- other peoples and their histories, values, and culture
- art and economics
- art and the social fabric
- art and religion
- art and politics
- art and gender
- relationship of culture and style
- art and cultural transmission
- historical impact of art
 - the influence of art on one's own culture
 - the influence of art on relations with other cultures
- art and artists
 - the impulse to make art
 - the Gestalt of art
 - the role of the artist in society
 - biography
- geography and its influence on art and culture
- artifact recovery, analysis, and restoration

Competencies and Skills:

The successful student should be able to:

- work creatively with art historical data, using it to develop principles of art history
- recognize and appraise patterns in historical phenomena
- assess the ways in which an art object is affected by our own vantage point
- recognize and discriminate among various styles of art
- trace the development of art from one period to another
- analyze formally works of art and appreciate the interrelationship of its

	<p>elements</p> <ul style="list-style-type: none"> • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Course Content (Themes, Concepts, Issues and Skills) Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • various interpretations of art • creativity and the impulse to make art <p>Stylistic and Interpretive</p> <ul style="list-style-type: none"> • art media and artistic technique <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and economics • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the role of the artist in society • geography and its influence on art and culture <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • work creatively with art historical data, using it to develop principles of art history • recognize and appraise patterns in historical phenomena • assess the ways in which an art object is affected by our own vantage point

- | | |
|--|--|
| | <ul style="list-style-type: none">• recognize and discriminate among various styles of art• trace the development of art from one period to another• determine symbolism in art• employ iconographical nomenclature• express the relationship of art to society and culture to style• analyze the "meaning" of art objects through understanding of historical, social, and political context |
|--|--|

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>ART207, History of Asian Art, presents the history of Indian Art as a reflection of its culture. Because this class is taught in a Western setting, it explores difference by using Indian Art as a lens to understand Indian culture, religion, politics, history, society, and economics. Student assumptions around culture are tested as they analyze the art of India. The historical approach of this class teaches students to recognize generational changes in Indian Art and culture, ultimately encouraging sensitivity and empathy toward cultural difference.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Elizabeth Bilyeu</p>	<p>ebilyeu@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Marie Sivak</p>	<p>msivak@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Kate Dins</p>	<p>kdins@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ART 208	Course Title:	History of Asian Art
---------------------------	---------	---------------	----------------------

Course Description:	Explores and analyzes the visual arts in relation to the culture of China from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<p>Intended Outcomes for the course The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Outcome Assessment Strategies The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format • research, plan, compose, edit and revise short papers
------------------	--

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues:

Theoretical

- theory and criticism in the history of art
- pattern-based thinking and historical process
- various interpretations of art
- art and gender
- creativity and the impulse to make art

Stylistic and Interpretive

- visual literacy
- art media and artistic technique
- "seeing and knowing"
- iconography
- formal elements of art

Social and Cultural

- other peoples and their histories, values, and culture
- art and economics
- art and the social fabric
- art and religion
- art and politics
- art and gender
- relationship of culture and style
- art and cultural transmission
- historical impact of art
 - the influence of art on one's own culture
 - the influence of art on relations with other cultures
- art and artists
 - the impulse to make art
 - the Gestalt of art
 - the role of the artist in society
 - biography
- geography and its influence on art and culture
- artifact recovery, analysis, and restoration

Competencies and Skills:

The successful student should be able to:

- work creatively with art historical data, using it to develop principles of art history
- recognize and appraise patterns in historical phenomena
- assess the ways in which an art object is affected by our own vantage point
- recognize and discriminate among various styles of art
- trace the development of art from one period to another
- analyze formally works of art and appreciate the interrelationship of its

	<p>elements</p> <ul style="list-style-type: none"> • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Course Content (Themes, Concepts, Issues and Skills) Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • various interpretations of art • creativity and the impulse to make art <p>Stylistic and Interpretive</p> <ul style="list-style-type: none"> • art media and artistic technique <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and economics • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the role of the artist in society • geography and its influence on art and culture <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • work creatively with art historical data, using it to develop principles of art history • recognize and appraise patterns in historical phenomena • assess the ways in which an art object is affected by our own vantage point

- | | |
|--|--|
| | <ul style="list-style-type: none">• recognize and discriminate among various styles of art• trace the development of art from one period to another• determine symbolism in art• employ iconographical nomenclature• express the relationship of art to society and culture to style• analyze the "meaning" of art objects through understanding of historical, social, and political context |
|--|--|

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>ART208, History of Asian Art, presents the history of Chinese Art as a reflection of its culture. Because this class is taught in a Western setting, it explores difference by using Chinese Art as a lens to understand Chinese culture, religion, politics, history, society, and economics. Student assumptions around culture are tested as they analyze the art of China. The historical approach of this class teaches students to recognize generational changes in Chinese Art and culture, ultimately encouraging sensitivity and empathy toward cultural difference.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Elizabeth Bilyeu</p>	<p>ebilyeu@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Marie Sivak</p>	<p>msivak@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Kate Dins</p>	<p>kdins@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ART 209	Course Title:	History of Asian Art
---------------------------	---------	---------------	----------------------

Course Description:	Explores and analyzes the visual arts in relation to the culture of Japan from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<p>Intended Outcomes for the course The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Outcome Assessment Strategies The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format • research, plan, compose, edit and revise short papers
------------------	--

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues:

Theoretical

- theory and criticism in the history of art
- pattern-based thinking and historical process
- various interpretations of art
- art and gender
- creativity and the impulse to make art

Stylistic and Interpretive

- visual literacy
- art media and artistic technique
- "seeing and knowing"
- iconography
- formal elements of art

Social and Cultural

- other peoples and their histories, values, and culture
- art and economics
- art and the social fabric
- art and religion
- art and politics
- art and gender
- relationship of culture and style
- art and cultural transmission
- historical impact of art
 - the influence of art on one's own culture
 - the influence of art on relations with other cultures
- art and artists
 - the impulse to make art
 - the Gestalt of art
 - the role of the artist in society
 - biography
- geography and its influence on art and culture
- artifact recovery, analysis, and restoration

Competencies and Skills:

The successful student should be able to:

- work creatively with art historical data, using it to develop principles of art history
- recognize and appraise patterns in historical phenomena
- assess the ways in which an art object is affected by our own vantage point
- recognize and discriminate among various styles of art
- trace the development of art from one period to another
- analyze formally works of art and appreciate the interrelationship of its

	<p>elements</p> <ul style="list-style-type: none"> • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Course Content (Themes, Concepts, Issues and Skills) Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • various interpretations of art • creativity and the impulse to make art <p>Stylistic and Interpretive</p> <ul style="list-style-type: none"> • art media and artistic technique <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and economics • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the role of the artist in society • geography and its influence on art and culture <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • work creatively with art historical data, using it to develop principles of art history • recognize and appraise patterns in historical phenomena • assess the ways in which an art object is affected by our own vantage point

- | | |
|--|--|
| | <ul style="list-style-type: none">• recognize and discriminate among various styles of art• trace the development of art from one period to another• determine symbolism in art• employ iconographical nomenclature• express the relationship of art to society and culture to style• analyze the "meaning" of art objects through understanding of historical, social, and political context |
|--|--|

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>ART209, History of Asian Art, presents the history of Japanese Art as a reflection of its culture. Because this class is taught in a Western setting, it explores difference by using Japanese Art as a lens to understand Japanese culture, religion, politics, history, society, and economics. Student assumptions around culture are tested as they analyze the art of Japan. The historical approach of this class teaches students to recognize generational changes in Japanese Art and culture, ultimately encouraging sensitivity and empathy toward cultural difference.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

SAC Chair	Name E-mail	Address
	Marie Sivak	msivak@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Kate Dins	kdins@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	ART 210	Course Title:	Women in Art
---------------------------	---------	---------------	--------------

Course Description:	Covers the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society and to the art produced contemporaneously by men. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<p>Intended Outcomes for the course The student will:</p> <ul style="list-style-type: none"> • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Outcome Assessment Strategies The student will:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze and evaluate reading assignments • identify artwork and architecture, and relate facts and ideas about these works of art in exam format
------------------	---

- research, plan, compose, edit and revise short papers

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues:

Theoretical

- theory and criticism in the history of art
- pattern-based thinking and historical process
- various interpretations of art
- art and gender
- creativity and the impulse to make art

Stylistic and Interpretive

- visual literacy
- art media and artistic technique
- "seeing and knowing"
- iconography
- formal elements of art

Social and Cultural

- other peoples and their histories, values, and culture
- art and the social fabric
- art and religion
- art and politics
- art and gender
- relationship of culture and style
- art and cultural transmission
- historical impact of art
 - the influence of art on one's own culture
 - the influence of art on relations with other cultures
- art and artists
 - the impulse to make art
 - the Gestalt of art
 - the role of the artist in society
 - biography
- geography and its influence on art and culture
- artifact recovery, analysis, and restoration

Competencies and Skills:

The successful student should be able to:

- work creatively with art historical data, using it to develop principles of art history
- recognize and appraise patterns in historical phenomena
- assess the ways in which an art object is affected by our own vantage point
- recognize and discriminate among various styles of art
- trace the development of art from one period to another

	<ul style="list-style-type: none"> • analyze formally works of art and appreciate the interrelationship of its elements • determine symbolism in art • employ iconographical nomenclature • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context • use specific terminology to describe works of art • transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general
--	---

<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad <p>Course Content (Themes, Concepts, Issues and Skills) Themes, Concepts, and Issues:</p> <p>Theoretical</p> <ul style="list-style-type: none"> • theory and criticism in the history of art • art and gender <p>Social and Cultural</p> <ul style="list-style-type: none"> • other peoples and their histories, values, and culture • art and the social fabric • art and religion • art and politics • art and gender • relationship of culture and style • art and cultural transmission • historical impact of art <ul style="list-style-type: none"> ○ the influence of art on one's own culture ○ the influence of art on relations with other cultures • art and artists <ul style="list-style-type: none"> ○ the role of the artist in society <p>Competencies and Skills: The successful student should be able to:</p> <ul style="list-style-type: none"> • assess the ways in which an art object is affected by our own vantage point • express the relationship of art to society and culture to style • analyze the "meaning" of art objects through understanding of historical, social, and political context
---	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the

course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Art 210, Women in Art, is a response to and a critique of the canonical version of the History of Western Art, which has traditionally excluded women. The course is founded on ideas of difference, with a specific focus on gender difference. The class explores the reasons behind women’s exclusion from both art education and production and also questions the judgments that have relegated the art forms traditionally associated with women to a lesser status. The historical approach of the class allows students to learn how women through time have challenged these constructs through their work and their lives.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

<p>Person Submitting This Request</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Elizabeth Bilyeu</p>	<p>ebilyeu@pcc.edu</p>

<p>SAC Chair</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Marie Sivak</p>	<p>msivak@pcc.edu</p>

<p>SAC Admin Liaison</p>	<p>Name E-mail</p>	<p>Address</p>
	<p>Kate Dins</p>	<p>kdins@pcc.edu</p>

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH100	Proposed prefix and number	
Current course title	Fundamentals for Chemistry	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Covers selected basic chemical principles and computational problems found in first-year, 100-level chemistry courses. For students who have no chemical background and those with minimal problem solving skills. Recommended: Algebra I and II, or equivalent. Students who have completed or are concurrently enrolled in MTH 95 should consider enrolling in CH 104. Prerequisite: WR 115, RD 115 and MTH 20	Fundamentals for Chemistry (CH100) is a one term introductory chemistry class for students, who are interested in the subject or need it for their degree. This course is intended for students, who have no chemical background and minimal problem solving skills. It also helps prepare the student for successful entry to general college chemistry courses. The lecture portion of the course meets three hours per week and presents basic chemical principles, computations and selected topics of interest relating chemistry to the

or equivalent placement test scores.

Addendum to Course Description

Chemistry 100 is a one term introductory chemistry class for students who are interested in the subject or need it for their degree. It also helps to prepare the student for successful entry to general college chemistry courses. The lecture portion of the course meets three hours per week and presents basic chemical principles, computations and selected topics of interest relating chemistry to the modern world. The laboratory period meets three hours per week and provides the student with an opportunity to have a hands-on experience of concepts presented in class as well as introduces them to simple laboratory techniques. The course is transferable as general science credit.

Lab B Notes: The lab for this course has been approved as "Lab B". This means that Faculty effort in preparation and evaluation generally occurs outside of scheduled class hours. Class format is a combination of Faculty lectures and demonstrations, guided student interactions and supervised student application of lectures. Students produce written work such as lab notebooks, reports, and responses in writing to assigned questions, and the Instructor is expected to comment on and grade this written work outside of schedule class hours. This evaluation will take place on a regular basis throughout the term.

modern world. The laboratory period meets three hours per week and provides the student with an opportunity to have a hands-on experience of concepts presented in class as well as introduces them to simple laboratory techniques. The course is transferable as general science credit.

Recommended: Students who have completed or are concurrently enrolled in MTH 95 should consider enrolling in CH 104. Prerequisite: WR 115, RD 115 and MTH 65

Reason for change

Meet State Gen. Ed. Requirement

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		
After completion of this course, students will <ul style="list-style-type: none"> • have an increased curiosity and appreciation of the surrounding world. • be able to apply a systematic, logical approach to solve a problem. • have an increased awareness of the chemistry behind natural and technological phenomena observed in everyday life. • have an increased capacity to think critically, both qualitatively and quantitatively. • have strengthened mathematical skills due to the application of mathematics in chemistry. • have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. • have an appreciation for the historical advancement of chemistry, and its relation to other disciplines. • be prepared for future studies in chemistry or related fields. 		After completion of this course, students will <ul style="list-style-type: none"> • Solve problems in a logical manner with the scientific method. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. • Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. • Develops chemical concepts and math skills essential for successful completion of future science courses. 		
Reason for change	Meet State Gen. Ed. Requirement			
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 checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con	
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input checked="" type="checkbox"/> Placement into: .				
prefix & number: WR115, RD115, MTH65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	09/15/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Jim Schneider
		Phone	4618
		Email	jschneid@pcc.edu
Current prefix and number	CH 101	Proposed prefix and number	
Current course title	Inorganic Chemistry Principles	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Survey of inorganic chemistry with emphasis on solution chemistry. Designed for Allied Health students. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.	A survey of basic inorganic chemistry with an emphasis on solution chemistry. Designed to fulfill a basic chemistry requirement for programs such as allied health, engineering technology, and others. Prerequisites: WR 115, RD 115, and MTH 65 or equivalent placement test scores.
Addendum to Course Description	Addendum to Course Description
The student will receive five credits for three	The student will receive five credits for three hours of

<p>hours of lecture and one recitation in the classroom each week and three hours of laboratory experience each week. The student must supply his own textbook, protective eyewear and laboratory manual and problems manual if required by the instructor.</p> <p>Inorganic Chemistry Principles is a transferable course. It is designed to meet the needs of the medical technology student in general. This course helps the student to develop an understanding of chemical principles and the applications of such principles to the Health Science field. It fulfills the chemistry requirement for the Medical Laboratory Technician at Portland Community College.</p>	<p>lecture and one recitation in the classroom each week and three hours of laboratory experience each week. The student must supply their own textbook, protective eyewear and laboratory manual and problems manual if required by the instructor.</p> <p>Inorganic Chemistry Principles is a transferable course. It is designed to meet the needs of a variety of programs, including medical technology and engineering technology, among others.</p>
Reason for change	Meet State Gen. Ed. Requirement

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
None	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to subsequent courses in chemistry, biology, physics, geology, engineering, technology, allied health and various other related disciplines that depend upon these principles for successful comprehension. • develop chemical concepts and math skills essential for successful completion of future science and applied science and engineering courses. • solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing.

		<ul style="list-style-type: none"> work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. 		
Reason for change	Meet State Gen. Ed. Requirement			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>				
Current prerequisites, corequisites and concurrent				
<input checked="" type="checkbox"/> There are no prerequisite courses for Chemistry 101. However, a student adequately prepared for Chemistry 101 should have successfully completed high school chemistry and high school algebra.				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input checked="" type="checkbox"/> Placement into:				
prefix & number: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .			<input type="checkbox"/> yes	<input type="checkbox"/> no
<p>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.</p>				
<p>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</p>				
Please provide details, who was contacted and the resolution.				

<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Ted Picciotto
		Phone	503-977-8290
		Email	ted.picciotto@pcc.edu
Current prefix and number	CH 102	Proposed prefix and number	Same
Current course title	Principles of Organic Chemistry	Proposed title (60 characters max)	Same
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Covers basic organic and biochemistry. Designed for Allied Health students. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Same
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> a. assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. b. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. c. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating factors such as limitations arising from uncertainty in measurement, and methodology . d. demonstrate strengthened mathematical skills in chemical contexts. e. communicate experimental procedures and results clearly and effectively through a written lab report. f. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. g. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. h. evaluate the cultural and historical impact of chemical discoveries, restate the findings of prominent researchers, recognizing gender and ethnic backgrounds. i. evaluate his/her own abilities and skills in chemistry, formulating a 	<ul style="list-style-type: none"> A. apply qualitative and quantitative reasoning skills to solve problems in everyday life B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. C. collaborate effectively to critically analyze organic and biochemical concepts D. apply fundamental terminology necessary to relate organic principles to real-world applications. E. be aware of the scientific process and be able to approach problems using the scientific method F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.

strategy to increase lifelong learning.. j. prepare for future study in the allied health fields and classes in related disciplines.	
---	--

Reason for change	To better reflect PCC Core outcomes and meet general education requirements.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites -

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
--	--

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
--	--

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
---------------------	--

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Kathy Carrigan
		Phone	503-978-5374
		Email	kcarriga@pcc.edu
Current prefix and number	CH 104	Proposed prefix and number	same
Current course title	General Chemistry	Proposed title (60 characters max)	Allied Health Chemistry I
Reason for title change	We have 6 courses with the same name. We would like to be more specific.	Proposed transcript title (30 characters max)	Allied Health Chemistry I

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
Includes general principles of chemistry, including atomic structure, mole concept, chemical reactions, stoichiometry, and gas laws. Designed for students in a health science curriculum leading to a Baccalaureate degree or liberal arts students who need a laboratory science elective. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/Concurrent: MTH 95	Includes general principles of chemistry, including atomic structure, mole concept, chemical reactions, stoichiometry, and gas laws. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for liberal arts students who need a laboratory science elective. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/Concurrent: MTH 95.

Reason for change	Designed for students in a health science program, e.g. nursing, Medical Laboratory Technician, Vet tech, or for liberal arts students who need a laboratory science elective.
-------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> a. assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. b. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. c. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating factors such as limitations arising from uncertainty in measurement, and methodology . d. demonstrate strengthened mathematical skills in chemical contexts. e. communicate experimental procedures and results clearly and effectively through a written lab report. f. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. g. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. h. evaluate the cultural and historical impact of chemical discoveries, 	<ul style="list-style-type: none"> • Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.

restate the findings of prominent researchers, recognizing gender and ethnic backgrounds. i. evaluate his/her own abilities and skills in chemistry, fomulating a strategy to increase lifelong learning.. j. prepare for future study in the allied health fields and classes in related disciplines.	
--	--

Reason for change	To better reflect PCC Core outcomes and meet general education requirements.
--------------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Math 65	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Math 95	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes x <input checked="" type="checkbox"/> no
--	--

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Kathy Carrigan
		Phone	503-978-5374
		Email	kcarriga@pcc.edu
Current prefix and number	CH 105	Proposed prefix and number	same
Current course title	General Chemistry	Proposed title (60 characters max)	Allied Health Chemistry II
Reason for title change	We have 6 courses with the same name. We would like to be more specific.	Proposed transcript title (30 characters max)	Allied Health Chemistry II

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
Includes stoichiometry, gases, oxidation-reduction, acid-base concepts, equilibrium, physical and chemical properties of solutions, and nuclear chemistry. Prerequisite: CH 104 and its prerequisite requirements.	Includes stoichiometry, gases, oxidation-reduction, acid-base concepts, equilibrium, physical and chemical properties of solutions, nuclear chemistry, and organic hydrocarbons. Prerequisite: CH 104 and its prerequisite requirements.
Reason for change	To better reflect content (addition of organic chemistry component)

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>A. assess the impact of chemical theory on phenomena encountered in everyday life,.</p> <p>B. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively.</p> <p>C. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating limitations arising from uncertainty in measurement, and methodology .</p> <p>D. demonstrate strengthened mathematical skills in chemical contexts.</p> <p>E. communicate experimental procedures and results clearly and effectively through written work.</p> <p>F. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards.</p> <p>G. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form.</p> <p>H. evaluate the cultural and historical impact of chemical discoveries, restate the findings of prominent researchers, recognize gender and ethnic backgrounds.</p> <p>I. evaluate his/her own abilities and skills in chemistry, fomulating a strategy to increase lifelong learning.</p> <p>J. prepare for future study in the allied health fields and classes in related disciplines.</p>	<ul style="list-style-type: none"> • Assess the impact of physical and organic chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Math 65	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number: Math 95	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
--	--

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
--	--

Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
---------------------	--

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date

Dieterich Steinmetz	dsteinme@pcc.edu	
---------------------	------------------	--

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Kathy Carrigan
		Phone	503-978-5374
		Email	kcarriga@pcc.edu
Current prefix and number	CH 106	Proposed prefix and number	same
Current course title	General Chemistry	Proposed title (60 characters max)	Allied Health Chemistry III
Reason for title change	We have 6 courses with the same name. We would like to be more specific.	Proposed transcript title (30 characters max)	Allied Health Chemistry III

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
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. assess the impact of chemical theory on phenomena encountered in everyday life. 2. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. 3. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating limitations arising from uncertainty in measurement, and methodology . 4. demonstrate strengthened mathematical skills in chemical contexts. 5. communicate experimental procedures and results clearly and effectively through written work. 6. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. 7. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. 8. evaluate the cultural and historical impact of chemical discoveries, restate the findings of prominent researchers, recognize gender and ethnic backgrounds. 9. evaluate his/her own abilities and skills in chemistry, formulating a strategy to increase lifelong learning. 10. prepare for future study in the allied health fields and classes in related disciplines. 	<ul style="list-style-type: none"> • Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores	

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Math 65	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number: Math 95	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	x <input checked="" type="checkbox"/> no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes
x No

Implementation term	x <input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Jim Schneider
		Phone	4618
		Email	jschneid@pcc.edu
Current prefix and number	CH 110	Proposed prefix and number	
Current course title	ChemExcel	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Reason for change	Meet State Gen. Ed. Requirement

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>After completion of this course, students will have developed</p> <ul style="list-style-type: none"> A. enhanced critical thinking skills. B. enhanced collaborative working skills. C. improved visualization, communication, and writing skills. D. improved performance on course learning outcome assessments. 	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of the topics covered in concurrent general chemistry courses to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of topics covered in concurrent general chemistry courses to their understanding of themselves and their natural and technological environments. • use enhanced critical thinking skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written, visualization, and communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Reason for change	Meet State Gen. Ed. Requirement
-------------------	---------------------------------

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 sc			
<input checked="" type="checkbox"/> Placement into: .			
prefix & number: Concurrent CH 221, 222, 223 as appropriate	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into:			
prefix & number: Concurrent CH 221, 222, 223 as appropriate	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

--	--	--

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH221	Proposed prefix and number	CH221
Current course title	General Chemistry	Proposed title (60 characters max)	General Chemistry I
Reason for title change	Change in outcomes	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduction to chemistry covering measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Successful completion of high school or college	Chemistry 221 is the first of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation

<p>chemistry class with a lab component (e.g. CH 100) in the last 5 years required. Students who have not taken high school chemistry within the last 5 years are STRONGLY encouraged to take CH 100 before CH 221. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111B or MTH 111C.</p>	<p>time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.</p> <p>Introduction to chemistry covering measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Successful completion of high school or college chemistry class with a lab component (e.g. CH 100) in the last 5 years required. Students who have not taken high school chemistry within the last 5 years are STRONGLY encouraged to take CH 100 before CH 221. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111B or MTH 111C.</p>
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> develop an understanding of the basic concepts of atomic structure and bonding; have an appreciation for the historical advancement of chemistry, and its relation to other disciplines; have an increased curiosity and appreciation of the surrounding world; develop knowledge of basic laws of nature and chemical terms; have strengthened mathematical skills due to the application of mathematics in chemistry; 	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve

<ul style="list-style-type: none"> • develop an awareness of the scientific process and an understanding of the way scientists work; • have an increased appreciation for the integration of chemistry into the global society; • enhance their written and verbal communication skills; • have an increased capacity to think critically both qualitatively and quantitatively; and, • be prepared for future studies in chemistry or related fields. 	<p>specific problems encountered in everyday life and professional settings.</p> <ul style="list-style-type: none"> • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
---	---

Reason for change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Mth 111B

Prerequisite

Corequisite

pre/con

prefix & number: Mth 111C

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: Mth 111B

Prerequisite

Corequisite

pre/con

prefix & number: Mth 111C

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. Then check to see if the hours of student learning should be amended in the related instruction

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/>	Yes	
<input checked="" type="checkbox"/>	No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	09/15/2010
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH222	Proposed prefix and number	CH222
Current course title	General Chemistry	Proposed title (60 characters max)	General Chemistry II
Reason for title change	Change in outcomes	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Topics include: stoichiometry; chemical reactions and equations; thermochemistry; physical states of matter including properties of gases, liquids, solids and solutions; and, an introduction to organic chemistry. Special topics will be included as time and interest allows. Prerequisites: Successful completion of CH 221 and its prerequisite requirements.	Chemistry 222 is the second of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation

<p>Chemistry 222 is the second of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.</p>	<p>time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.</p> <p>Topics include: stoichiometry; chemical reactions and equations; thermochemistry; physical states of matter including properties of gases, liquids, solids and solutions; and, an introduction to organic chemistry. Special topics will be included as time and interest allows. Prerequisites: Successful completion of CH 221 and its prerequisite requirements.</p>
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> apply concepts of atomic and molecular structure to interpret chemical and physical phenomena; have an appreciation for the historical advancement of chemistry, and its relation to other disciplines; have an increased curiosity and appreciation of the surrounding world; develop knowledge of basic laws of nature and chemical terms; have strengthened mathematical skills due to the application of mathematics in chemistry; develop an awareness of the scientific process and an understanding of the way scientists work; have an increased appreciation for the integration of chemistry into the global 	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning

<p>society; enhance their written and verbal communication skills; have an increased capacity to think critically both qualitatively and quantitatively; and, be prepared for future studies in chemistry or related fields.</p>	<p>skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <ul style="list-style-type: none"> • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
--	---

Reason for change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: CH221

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: CH221

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes

no

If yes. Then check to see if the hours of student learning should be amended in the related instruction

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

- Yes
 No

Implementation term Next available term after approval
 Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
- title
- description
- prerequisites and co-requisites
- outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH223	Proposed prefix and number	CH223
Current course title	General Chemistry	Proposed title (60 characters max)	General Chemistry III
Reason for title change	Change in outcomes	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
<p>Topics include: chemical kinetics and ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows.</p> <p>Prerequisites: CH 222 and its prerequisite requirements.</p> <p>Special topics will be included as time and interest allows. Special topics may include:</p>	<p>Chemistry 223 is the third of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation</p>

<p>acid rain, bioenergetics industrial processes, kinetics of cellular metabolism, alternative fuels and the use of elements in nature and industry. Recommended for chemistry and other natural science majors, pre-professional majors in engineering, medicine and dentistry. Chemistry 223 is the third of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.</p>	<p>time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.</p> <p>Topics include: chemical kinetics and ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. Prerequisites: CH 222 and its prerequisite requirements.</p>
Reason for change	

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> A. further develop and apply basic chemical concepts in industrial and research settings; B. have an appreciation for the historical advancement of chemistry, and its relation to other disciplines; C. have an increased curiosity and appreciation of the surrounding world; 	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of chemical

<p>D. develop knowledge of basic laws of nature and chemical terms;</p> <p>E. have strengthened mathematical skills due to the application of mathematics in chemistry;</p> <p>F. develop an awareness of the scientific process and an understanding of the way scientists work;</p> <p>G. have an increased appreciation for the integration of chemistry into the global society;</p> <p>H. enhance their written and verbal communication skills;</p> <p>I. have an increased capacity to think critically both qualitatively and quantitatively; and,</p> <p>J. be prepared for future studies in chemistry or related fields.</p>	<p>equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to the evaluation of information obtained in everyday life in order to make evidence-based decisions.</p> <ul style="list-style-type: none"> • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. 		
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CH222	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: CH222	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Patty Maazouz
		Phone	971-722-8209
		Email	patty.maazouz@pcc.edu
Current prefix and number	CH 241	Proposed prefix and number	same
Current course title	Organic Chemistry	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Includes fundamentals of organic chemistry, bonding, hydrocarbons, alkyl halides, alcohols, nucleophilic and radical reactions, stereochemistry and spectroscopy. Recommended for chemistry and other laboratory science majors, and pre-professional students (medical, dental, pharmacy, physical therapy, veterinary, chiropractic, etc.) Recommended: CH 106, CH 223 or equivalent. Prerequisite: WR	The course covers aspects of each of the following: An Introduction to Functional Groups, Nomenclature, Structure and Chemistry of Alkanes, Alkenes, and Alkynes, Conjugation in Alkenes, Concerted Reactions (Diels Alder), IR Spectroscopy, Stereochemistry, and Reaction Mechanisms. Special topics are included as time and interest permits. Recommended for chemistry and other laboratory science majors, and pre-professional students (medical, dental, pharmacy, physical therapy, veterinary, chiropractic, etc.)

115, RD 115 and MTH 20 or equivalent placement test scores.	<u>Prerequisites:</u> One year of a general chemistry sequence, CH221, 222, 223 or CH104, 105, 106, or equivalent
Reason for change	The current description includes some topics covered in CH242 and other topics that are omitted. In addition, the current description suggests that CH106 or CH223 are recommended courses. However, successful students in CH241 must complete a full year of General Chemistry 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
<p>After completion of this course, students will</p> <ul style="list-style-type: none"> • Develop a basic knowledge of the bonding, reactivity, and function of organic functional groups as outlined in the course description. • Have an appreciation for the historical advancement of chemistry, and its relationship to other disciplines • Apply the same chemical principles when confronted with similar situations in the real world taking into account factors such as reasonable approximation and limitation due to simplified molecular models. • Enhance their written and verbal communication skills • Be prepared for future studies in a field of science and related disciplines. • Apply critical thinking skills to situations in the real world involving chemical knowledge. • Collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare a report in form of a science paper. • Be able to evaluate his/her own abilities and skills in chemistry, formulating strategy to increase lifelong learning. • Read, understand, and analyze scientific articles relating to organic chemistry. 	<ul style="list-style-type: none"> • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Use knowledge of the organic chemistry language, concepts, and mechanisms to reason effectively qualitatively and quantitatively. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, which includes the ability to locate reliable peer-reviewed sources of information in organic chemistry. • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.

Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CH106, CH223, or equivalent	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: One year of a general chemistry sequence, CH221, 222, 223 or CH104, 105, 106 or equivalent	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date

Patty Maazouz	patty.maazouz@pcc.edu	10/15/2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Patty Maazouz
		Phone	971-722-8209
		Email	patty.maazouz@pcc.edu
Current prefix and number	CH 242	Proposed prefix and number	
Current course title	Organic Chemistry	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Includes conjugation, aromaticity, arene chemistry, aldehydes, ketones and spectroscopy. Prerequisite: CH 241 and its prerequisite requirements.	The course covers aspects of each of the following: Radical reactions, Substitution and Elimination Reaction Mechanisms, Structure and Chemistry of Alcohols, Ethers, Epoxides and Their Sulfur Analogues, Introduction to Organometallic Compounds, Arenes and Aromaticity, Structure and Chemistry of Aromatic Compounds, NMR, UV-VIS and Mass Spectroscopy. Special topics are included as time and interest permits. <u>Prerequisite:</u> Successful completion of Chemistry 241

	and its prerequisites.
Reason for change	The current description includes some topics covered in CH241 and other topics covered in CH243. These were changed to reflect the content that is taught in the CH242 course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>After completion of this course, students will</p> <ul style="list-style-type: none"> • Develop a basic knowledge of the bonding, reactivity, and function of organic functional groups as outlined in the course description. • Have an appreciation for the historical advancement of chemistry, and its relationship to other disciplines • Apply the same chemical principles when confronted with similar situations in the real world taking into account factors such as reasonable approximation and limitation due to simplified molecular models. • Enhance their written and verbal communication skills • Be prepared for future studies in a field of science and related disciplines. • Apply critical thinking skills to situations in the real world involving chemical knowledge. • Collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare a report in form of a science paper. • Be able to evaluate his/her own abilities and skills in chemistry, formulating strategy to increase lifelong learning. • Read, understand, and analyze scientific articles relating to organic chemistry. 	<ul style="list-style-type: none"> • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to spectroscopy and complex reaction pathways. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.

Reason for change	To better reflect PCC Core outcomes and meet general education requirements.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: CH241 and its prerequisite requirements

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes

no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

Yes

No

Implementation term

Next available term after approval

Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
-----------	-------	------

Patty Maazouz	patty.maazouz@pcc.edu	10/15/2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Patty Maazouz
		Phone	971-722-8209
		Email	patty.maazouz@pcc.edu
Current prefix and number	CH 243	Proposed prefix and number	
Current course title	Organic Chemistry	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Includes carboxylic acids, amines, carbohydrates, amino acids, proteins, lipids, nucleic acids, heterocyclic compounds, spectroscopy and selected topics. Prerequisite: CH 242 and its prerequisite requirements.	Includes carboxylic acids, carboxylic acid derivatives, amines, carbohydrates, amino acids, proteins, lipids, nucleic acids, heterocyclic compounds, spectroscopy and selected topics. The aim of the year long course is to bring a realistic approach to the study of mechanisms and functional group chemistry, and to provide an emphasis on the biological environment and medical applications of organic chemistry. Prerequisite: CH 242 and its prerequisite

	<p>requirements.</p> <p>An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.</p>
Reason for change	The current description for CH243 does not contain a statement about the transferability of the CH241 series to the State Universities in Oregon. The addition of this statement will help prevent much confusion for many students requiring this course to transfer.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
Current learning outcomes	New learning outcomes
<p>After completion of this course, students will</p> <p>A. Develop a basic knowledge of the bonding, reactivity, and function of organic functional groups as outlined in the course description.</p> <p>B. Have an appreciation for the historical advancement of chemistry, and its relationship to other disciplines</p> <p>C. Apply the same chemical principles when confronted with similar situations in the real world taking into account factors such as reasonable approximation and limitation due to uncertainty.</p> <p>D. Enhance their written and verbal communication skills</p> <p>E. Be prepared for future studies in a field of science and related disciplines.</p> <p>F. Apply critical thinking skills to situations in the real world involving chemical knowledge.</p> <p>G. Collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare a report in form of a science paper.</p> <p>H. Be able to evaluate his/her own abilities and skills in chemistry, formulating strategy to increase lifelong learning.</p> <p>I. Read, understand, and analyze scientific articles relating to organic chemistry.</p>	<ul style="list-style-type: none"> • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to organic chemistry principles, spectroscopy, and biochemical reaction pathways. • Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.

Reason for change	To better reflect PCC Core outcomes and meet general education requirements.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number: CH242 and its prerequisite requirements	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--	--	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
-----------	-------	------

Patty Maazouz	patty.maazouz@pcc.edu	10/15/2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Karen Radakovich	kradakov@pcc.edu
	Danijela Vukic	danijela.vukic15@pcc.edu

	Name E-mail	Address
SAC Chair	Patty Maazouz	patty.maazouz@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH100	Course Title:	Fundamentals for Chemistry
Course Credits:	4	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	<p>Fundamentals for Chemistry (CH100) is a one term introductory chemistry class for students, who are interested in the subject or need it for their degree. This course is intended for students, who have no chemical background and minimal problem solving skills. It also helps prepare the student for successful entry to general college chemistry courses. The lecture portion of the course meets three hours per week and presents basic chemical principles, computations and selected topics of interest relating chemistry to the modern world. The laboratory period meets three hours per week and provides the student with an opportunity to have a hands-on experience of concepts presented in class as well as introduces them to simple laboratory techniques. The course is transferable as general science credit.</p> <p>Recommended: Students who have completed or are concurrently enrolled in MTH 95 should consider enrolling in CH 104. Prerequisite: WR 115, RD 115 and MTH 65</p>
---------------------	---

Course Outcomes:	<p>After completion of this course, students will</p> <ul style="list-style-type: none"> • Solve problems in a logical manner with scientific method. This process will include gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. • Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. • Critically evaluate the strengths and weaknesses of scientific studies and evaluate the impact these studies have on society and the environment. • Develops chemical concepts and math skills essential for successful completion of future science courses.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning

* aesthetic and artistic values

* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. <p>The composition and behavior of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment, which they create.</p>
D. Ability to reason qualitatively and quantitatively.	<ul style="list-style-type: none"> Solve problems in a logical manner with scientific method. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing.
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> Solve problems in a logical manner with scientific method. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. <p>The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. The goal then is to elucidate the meaning of the experience (data) and to either apply it to the</p>

	understanding of the natural world or to utilize it in the development of technology.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	<ul style="list-style-type: none"> Solve problems in a logical manner with scientific method. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. <p>Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include anthropogenic changes to the environment such as climate change, waste management, use of energy resources, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society.</p>

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

- Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
- Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.

3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

After completion of this course, students will

- Solve problems in a logical manner with scientific method. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing.
- Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results.
- Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories.
- Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**

Experiments, interactive Instruction, homework, and various assessments all provide students with the opportunity to gather data, analyze results, develop models, and communicate their findings. For example: lab work includes collaborative work groups coming together to collect, analyze and synthesize data compiling into a lab report. This course entails multiple forms of student interaction and communication. Students have to develop a basic scientific vocabulary (learning the chemical alphabet), then begin to put the terms into conceptual practice (begin forming compounds leading into writing chemical reactions). Throughout the course each students continue to build their scientific knowledge, but are still challenged to gather and comprehend using numerous scientific models (from molecular modeling to modeling quantum mechanics because one cannot see atoms.)

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**

Laboratory experiments, interactive discussions, homework, and various assessments provide students both individually and collectively the opportunity to collect and analyze data and synthesize a hypothesis. Problem solving techniques are integrated throughout this course from scientific conversions to performing quantitative analysis on chemical reactions. We focus on scientific facts and that enable any student to make evidence-based decisions in everyday life while considering the natural and logical consequences.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical

- Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment.

This course begins the process of teaching basic chemical principles that

knowledge on human society and the environment"?**

can be used to evaluate issues that affect the environment and the community. We focus on scientific facts such as the Law of Conservation of Matter that lead any student to make evidence-based decisions with an understanding the chemicals do not simply disappear, and that an individual choices and actions can affect society and the environment. The instructional methods in this course are intended to develop critical thinking skills. Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 101	Course Title:	Inorganic Chemistry Principles
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	<p>A survey of basic inorganic chemistry with an emphasis on solution chemistry. Designed to fulfill a basic chemistry requirement for programs such as allied health, engineering technology, and others. Prerequisites: WR 115, RD 115, and MTH 65 or equivalent placement test scores.</p> <p>Addendum to Course Description</p> <p>The student will receive five credits for three hours of lecture and one recitation in the classroom each week and three hours of laboratory experience each week. The student must supply their own textbook, protective eyewear and laboratory manual and problems manual if required by the instructor.</p> <p>Inorganic Chemistry Principles is a transferable course. It is designed to meet the needs of a variety of programs, including medical technology and engineering technology, among others.</p>		
Course Outcomes:	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to subsequent courses in chemistry, biology, physics, geology, engineering, technology, allied health and various other related disciplines that depend upon these principles for successful comprehension. • develop chemical concepts and math skills essential for successful completion of future science and applied science and engineering courses. • solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. • work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.

C. Understanding of themselves and their natural and technological environments.

Students will apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to their understanding of themselves and their natural and technological environments.

Students will develop chemical concepts and math skills essential to solve specific problems encountered in everyday life and professional settings.

Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.

D. Ability to reason qualitatively and quantitatively.

Students will develop chemical concepts and math skills essential to solve specific problems encountered in everyday life and professional settings.

Students will solve problems in a logical manner using the scientific method.

	<p>This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing.</p> <p>The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called “scientific method” as well as rational thought and critical thinking skills. Quantitative accounting and calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to their understanding of themselves and their natural and technological environments.</p> <p>Students will work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results.</p> <p>Students will solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing.</p> <p>The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to their understanding of themselves and their natural and technological environments.</p> <p>The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.</p>

	<p>Students will work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results.</p> <p>The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.</p>
--	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to subsequent courses in chemistry, biology, physics, geology, engineering, technology, allied health and various other related disciplines that depend upon these principles for successful comprehension. • develop chemical concepts and math skills essential for successful completion of future science and applied science and engineering courses. • solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. • work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. <p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>
---	--

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?*</p>	<p>At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models.</p> <p>A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class.</p>
---	---

	<p>As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions.</p> <p>One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies to both the classroom and the lab. In this instructional model, the lab experience mirrors the “lecture” experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the chemical basis of global warming, stoichiometry (the accounting of matter in a chemical process) applied to technological, industrial and environmental processes, and an understanding of the atomic nature of matter (including such in modern technological applications, research and environmental implications), among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen.</p> <p>As noted, the instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions.</p> <p>Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific</p>

	papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.
--	--

**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Ted Picciotto Gabriel Backes	ted.picciotto@pcc.edu gbackes@pcc.edu
SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu
SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:			
Course Prefix and Number:	CH 102	Course Title:	Organic Chemistry Principles
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Covers basic organic and biochemistry. Designed for Allied Health students. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		

Course Outcomes:	<p>After completion of this course, students will:</p> <ol style="list-style-type: none"> A. apply qualitative and quantitative reasoning skills to solve problems in everyday life B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. C. collaborate effectively to critically analyze organic and biochemical concepts D. apply fundamental terminology necessary to relate organic principles to real-world applications. E. apply critical thinking skills and an understanding of the scientific method to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represents a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.

- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students will apply fundamental terminology necessary to relate organic and biochemical principles to real-world applications that impact their daily life.
D. Ability to reason qualitatively and quantitatively.	Students will apply qualitative and quantitative reasoning skills to solve problems in everyday life
E. Ability to conceptually organize experience and discern its meaning.	Students will collaborate effectively to critically analyze organic and biochemical concepts and scientific studies in two environments: the laboratory and lecture. In the laboratory students will perform experiments. After the experiments they will be required to organize the results and draw conclusions based on their data. Scientific studies on the topic may be provided to show students what constitutes a good source of information versus a poor source.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Student will use their awareness of organic and biochemistry behind natural phenomena to critically to appraise human responsibility for environmental concerns. The material will also be taught in such a fashion to relate organic and biochemical concepts to day to day life.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters**Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. apply qualitative and quantitative reasoning skills to solve problems in everyday life
- B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
- C. collaborate effectively to critically analyze organic and biochemical concepts
- D. apply fundamental terminology necessary to relate organic principles to real-world applications.
- E. apply critical thinking skills and an understanding of the scientific method to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning
- F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order

- This course entails multiple forms of student interaction that requires comprehension and communication of organic and biochemical principles. Examples include: lab work, POGIL (Process Oriented Guided Inquiry) and questions during lecture.

to explore ideas, models, and solutions and generate further questions"?**	<ul style="list-style-type: none"> • Students develop a basic understanding of organic chemistry in the first part of the course. As the course progresses students are required to use the fundamental models of organic chemical reactions and apply them to biological and biochemical topics.
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	<ul style="list-style-type: none"> • The scientific method is used in the laboratory to explore organic and biochemical concepts. Students are required to collect data, analyze the results and draw conclusions both individually and collectively. • Problem solving techniques are integrated throughout this course from interpretation of organic principles to performing analysis of qualitative experimentation. For example: students are required to report the success of an organic chemical synthesis based on the amount of product recovered. They are also expected to draw conclusions from qualitative observation, for example whether a reaction occurred based on a color change. • We focus on scientific facts and that enable any student to make evidence-based decisions in everyday life while considering the natural and logical consequences.
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	<ul style="list-style-type: none"> • This course enables a student to assess weaknesses of scientific studies through examples in which the scientific method failed to show underlying dangers of new chemical compounds. Typical examples used may include the teratogenic effects (birth defects) of Thalidomide, the impact of DDT in the environment. Strengths of scientific studies are often demonstrated by examples of successful discoveries. Typical examples may include: the discovery of the structure of benzene, the development of Markovnikov’s rule and the determination of the structure of DNA. • In laboratory we will examine the strengths and weaknesses of scientific studies to demonstrate to students what constitutes a reliable source. • This course begins the process of teaching chemical facts for issues that affect chemicals in the environment. We focus on scientific facts such as the toxicity of organic compounds that can lead any student to make evidence-based decisions on how chemical compounds may impact their health and the environment.
<p>**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “use appropriate mathematics to solve problems”?**	
--	--

How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Kathy Carrigan	kcarriga@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 104	Course Title:	Allied Health Chemistry I
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Includes general principles of chemistry, including atomic structure, mole concept, chemical reactions, stoichiometry, and gas laws. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for liberal arts students who need a laboratory science elective. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/Concurrent: MTH 95.		
Course Outcomes:	<ul style="list-style-type: none"> • Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

- c. The course explores questions related to values, ethics and belief within the human experience.
 d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.

C. Understanding of themselves and their natural and technological environments.

- Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.

D. Ability to reason qualitatively and quantitatively.

- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning.
- Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.

E. Ability to conceptually organize experience and discern its meaning.

- Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.

F. Aesthetic and artistic values.

G. Understanding of the ethical and social requirements of responsible citizenship

- Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more

fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.
- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning.
- Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
- Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
- Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
- Critically evaluate sources of scientific information to determine the validity of the data.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and

The scientific method is stressed in both lecture and lab. For example, in POGIL (Process Oriented Guided Inquiry Learning) and other forms of interactive instruction students explore models and analyze data to come to conclusions. Students must develop a basic scientific vocabulary, then begin

<p>technical information in order to explore ideas, models, and solutions and generate further questions”?*</p>	<p>to put the terms into conceptual practice. Throughout the course each student continues to build scientific knowledge by gathering and interpreting data using numerous scientific models such as molecular modeling and quantum mechanical modeling. Homework and various forms of assessment require students to gather, comprehend and communicate information to solve problems. Laboratory work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report.</p>
---	--

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?*</p>	<p>In the laboratory students engage in scientific inquiry to answer experimental questions. Lab work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report. These experiments explore existing explanations of scientific phenomena; students examine their collected data to determine how well it agrees with accepted explanations.</p> <p>Problem solving techniques are integrated throughout this course. For example, students may learn the steps to complete scientific conversions, and then they are challenged to apply those skills to a real world problem which may look unfamiliar. In classes employing POGIL (Process Oriented Guided Inquiry Learning), students collaborate to explore models and analyze data to solve problems.</p>
--	--

<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?*</p>	<p>Assessing the strengths and weaknesses of scientific studies is inherent in any science course, particularly in the lab portion of the course. Laboratory work generates data which must be analyzed in order to answer the experimental question. Part of this analysis may include considering sources of experimental uncertainty and the quality of the data in order to comment on the reliability of the conclusion.</p> <p>In the lecture portion of the course, students to assess the strengths and weaknesses of scientific studies by examining scientific models and the exceptions to the particular model. For example, the “Octet Rule” only works for a few atoms; there are many exceptions, however we must begin with the model then allow students to see unusual compounds and question that model.</p> <p>In an example from another perspective, homework questions/assignments that require research to answer may also require a citation of the source of information and an assessment of the validity or potential bias of that source.</p> <p>In this course students learn the chemistry that forms the basis for understanding issues that affect the environment and the community. The scientific knowledge and process skills learned in the course lead students to make evidence-based decisions in everyday life.</p>
--	---

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Kathy Carrigan	kcarriga@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 105	Course Title:	Allied Health Chemistry II
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Includes stoichiometry, gases, oxidation-reduction, acid-base concepts, equilibrium, physical and chemical properties of solutions, nuclear chemistry, and organic hydrocarbons. Prerequisite: CH 104 and its prerequisite requirements.		
Course Outcomes:	<ul style="list-style-type: none"> • Assess the impact of physical and organic chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	<ul style="list-style-type: none"> Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> Assess the impact of physical and organic chemical theory on phenomena encountered in everyday life including the environment and human health.
D. Ability to reason qualitatively and quantitatively.	<ul style="list-style-type: none"> Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship	<ul style="list-style-type: none"> Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and

- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Assess the impact of physical and organic chemical theory on phenomena encountered in everyday life including the environment and human health.
- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning.
- Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
- Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
- Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
- Critically evaluate sources of scientific information to determine the validity of the data.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and

The scientific method is stressed in both lecture and lab. For example, in POGIL (Process Oriented Guided Inquiry Learning) and other forms of interactive instruction students explore models and analyze data to come to conclusions. Students must develop a basic scientific vocabulary, then begin

<p>technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>to put the terms into conceptual practice. Throughout the course each student continues to build scientific knowledge by gathering and interpreting data using numerous scientific models such as molecular modeling and quantum mechanical modeling. Homework and various forms of assessment require students to gather, comprehend and communicate information to solve problems. Laboratory work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report.</p>
--	--

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In the laboratory students engage in scientific inquiry to answer experimental questions. Lab work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report. These experiments explore existing explanations of scientific phenomena; students examine their collected data to determine how well it agrees with accepted explanations.</p> <p>Problem solving techniques are integrated throughout this course. For example, students may learn the steps to complete scientific conversions, and then they are challenged to apply those skills to a real world problem which may look unfamiliar. In classes employing POGIL (Process Oriented Guided Inquiry Learning), students collaborate to explore models and analyze data to solve problems.</p>
---	--

<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Assessing the strengths and weaknesses of scientific studies is inherent in any science course, particularly in the lab portion of the course. Laboratory work generates data which must be analyzed in order to answer the experimental question. Part of this analysis may include considering sources of experimental uncertainty and the quality of the data in order to comment on the reliability of the conclusion.</p> <p>In the lecture portion of the course, students to assess the strengths and weaknesses of scientific studies by examining scientific models and the exceptions to the particular model. For example, the “Octet Rule” only works for a few atoms; there are many exceptions, however we must begin with the model then allow students to see unusual compounds and question that model.</p> <p>In an example from another perspective, homework questions/assignments that require research to answer may also require a citation of the source of information and an assessment of the validity or potential bias of that source.</p> <p>In this course students learn the chemistry that forms the basis for understanding issues that affect the environment and the community. The scientific knowledge and process skills learned in the course lead students to make evidence-based decisions in everyday life.</p>
---	---

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Kathy Carrigan	kcarriga@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 106	Course Title:	Allied Health Chemistry III
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Includes fundamental principles of organic chemistry and biochemical processes. Prerequisite: CH 105 and its prerequisite requirements.		
Course Outcomes:	<ul style="list-style-type: none"> • Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	<ul style="list-style-type: none"> Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<ul style="list-style-type: none"> Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health.
D. Ability to reason qualitatively and quantitatively.	<ul style="list-style-type: none"> Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
E. Ability to conceptually organize experience and discern its meaning.	<ul style="list-style-type: none"> Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship	<ul style="list-style-type: none"> Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health.
- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning.
- Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
- Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
- Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
- Critically evaluate sources of scientific information to determine the validity of the data.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "gather, comprehend, and communicate scientific and

The scientific method is stressed in both lecture and lab. For example, in POGIL (Process Oriented Guided Inquiry Learning) and other forms of interactive instruction students explore models and analyze data to come to conclusions. Students must develop a basic scientific vocabulary, then begin

<p>technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>to put the terms into conceptual practice. Throughout the course each student continues to build scientific knowledge by gathering and interpreting data using numerous scientific models such as molecular modeling and quantum mechanical modeling. Homework and various forms of assessment require students to gather, comprehend and communicate information to solve problems. Laboratory work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report.</p>
--	--

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In the laboratory students engage in scientific inquiry to answer experimental questions. Lab work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report. These experiments explore existing explanations of scientific phenomena; students examine their collected data to determine how well it agrees with accepted explanations.</p> <p>Problem solving techniques are integrated throughout this course. For example, students may learn the steps to complete scientific conversions, and then they are challenged to apply those skills to a real world problem which may look unfamiliar. In classes employing POGIL (Process Oriented Guided Inquiry Learning), students collaborate to explore models and analyze data to solve problems.</p>
---	--

<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>Assessing the strengths and weaknesses of scientific studies is inherent in any science course, particularly in the lab portion of the course. Laboratory work generates data which must be analyzed in order to answer the experimental question. Part of this analysis may include considering sources of experimental uncertainty and the quality of the data in order to comment on the reliability of the conclusion.</p> <p>In the lecture portion of the course, students to assess the strengths and weaknesses of scientific studies by examining scientific models and the exceptions to the particular model. For example, the “Octet Rule” only works for a few atoms; there are many exceptions, however we must begin with the model then allow students to see unusual compounds and question that model.</p> <p>In an example from another perspective, homework questions/assignments that require research to answer may also require a citation of the source of information and an assessment of the validity or potential bias of that source.</p> <p>In this course students learn the chemistry that forms the basis for understanding issues that affect the environment and the community. The scientific knowledge and process skills learned in the course lead students to make evidence-based decisions in everyday life.</p>
---	---

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 221	Course Title:	General Chemistry
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:			

Course Outcomes:	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p> <p>Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <p>Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <p>The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called "scientific method" as well as rational thought and critical thinking skills. Quantitative accounting and calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p>

	<p>Students will use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.</p> <p>The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p> <p>The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.</p> <p>The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.</p>

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or

Mathematics.**Science or Computer Science****Outcomes:**

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

After completion of this course, students will:

- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- Critically evaluate sources of scientific information to logically decide

the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models.

A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class.

As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions.

One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies to both the classroom and the lab. In this instructional model, the lab experience mirrors the “lecture” experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their *individual* understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented

	<p>data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.</p>
--	---

<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?*</p>	<p>This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the chemical basis of global warming, stoichiometry (the accounting of matter in a chemical process) applied to technological, industrial and environmental processes, and an understanding of the atomic nature of matter (including such in modern technological applications, research and environmental implications), among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen.</p> <p>As noted, the instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions.</p> <p>Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.</p>
--	--

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 222	Course Title:	General Chemistry
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values

* understanding of the ethical and social requirements of responsible citizenship
Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>Students will apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments.</p> <p>Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <p>Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <p>The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called "scientific method" as well as rational thought and critical thinking skills. Quantitative accounting and calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.</p>

<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p> <p>Students will use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.</p> <p>The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p> <p>The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.</p> <p>The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.</p>

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science**Outcomes:**

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

After completion of this course, students will:

- apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.

	<ul style="list-style-type: none"> • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?*</p>	<p>At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models.</p> <p>A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class.</p> <p>As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.</p>
---	---

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in</p>	<p>Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions.</p> <p>One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies</p>
---	---

an ethical manner"?**	to both the classroom and the lab. In this instructional model, the lab experience mirrors the "lecture" experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.
-----------------------	--

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	<p>This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the the history and development of the thermochemistry of fuels, both historical and those under development, as well as the more recent development of solid state chemistry and nanotechnology, applied to technological, industrial and environmental processes, and an understanding of the atomic nature of matter (including such in modern technological applications, research and environmental implications), among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen.</p> <p>As noted, the instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions.</p> <p>Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.</p>
--	---

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dieterich Steinmetz	dsteinme@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	CH 223	Course Title:	General Chemistry
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:			

Course Outcomes:	<p>After completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to the evaluation of information obtained in everyday life in order to make evidence-based decisions. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively

- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>Students will apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to their understanding of themselves and their natural and technological environments.</p> <p>Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <p>Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.</p> <p>The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called "scientific method" as well as rational thought and critical thinking skills. Quantitative accounting and</p>

	<p>calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p> <p>Students will use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.</p> <p>The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.</p> <p>The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.</p> <p>The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to</p>

construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

After completion of this course, students will:

- apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to the evaluation of information obtained in everyday life in order to make evidence-based decisions.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life

	<p>and professional settings.</p> <ul style="list-style-type: none"> • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models.</p> <p>A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class.</p> <p>As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.</p>
--	---

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and</p>	<p>Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are required to be engaged with their peers in the critical analysis of data and</p>
--	---

<p>collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?*</p>	<p>information, models, and scientific conclusions.</p> <p>One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies to both the classroom and the lab. In this instructional model, the lab experience mirrors the “lecture” experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?*</p>	<p>This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the thermodynamics of biological systems, acids and bases in pharmaceuticals, electrochemical and fuel cells, among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen.</p> <p>In addition, a number of topics in this course present an ideal opportunity to study and discuss critically a variety of scientific studies. An example is the study of the history and development of modern drugs and pharmaceuticals based on naturally occurring and synthesized acidic and basic compounds. This example is rich in claims that are/have been presented, rejected, modified, and accepted, all based on an analysis of increasingly more detailed and insightful knowledge and theory. The study of equilibrium systems and the implications for the behavior of matter include another set of varied examples of opportunities to assess scientific studies, especially as they relate to applied chemistry (that is, chemistry applied to other disciplines, such as biology, engineering, geology, medicine, etc). As alluded to earlier, the study of the thermodynamics of chemical systems is fundamental to the cost-benefit analysis of fuels, environmental systems, and even biological and medical systems. These complex societal issues depend intimately on their specific chemistry and reactivity. Pharmaceuticals represent an increasing presence in the medical field and everyday life. The public is bombarded with claims for more and more drugs. While not necessarily always addressed specifically <i>in detail</i> in this course, through <i>critical</i> study of the chemical fundamental topics, students are enabled to more effectively assess the strengths and weaknesses of such studies.</p> <p>The instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage</p>

similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions.

Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Gabriele Backes	gbackes@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dietrich Steinmetz	dsteinme@pcc.edu

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CH 241	Course Title:	Organic Chemistry
---------------------------	--------	---------------	-------------------

Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
-----------------	---	------------------	-------------------------------

Course Description:	<p>The course covers aspects of each of the following: An Introduction to Functional Groups, Nomenclature, Structure and Chemistry of Alkanes, Alkenes, and Alkynes, Conjugation in Alkenes, Concerted Reactions (Diels Alder), IR Spectroscopy, Stereochemistry, and Reaction Mechanisms. Special topics are included as time and interest permits. Recommended for chemistry and other laboratory science majors, and pre-professional students (medical, dental, pharmacy, physical therapy, veterinary, chiropractic, etc.)</p> <p><u>Prerequisites:</u> One year of a general chemistry sequence, CH221, 222, 223 or CH104, 105, 106, or equivalent</p>
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of the organic chemistry language, concepts, and mechanisms to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information in organic chemistry. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit.</p> <p>This is completed through literature projects that require students to relate topics discussed in the lecture and laboratory to specific topics related to the natural and technological environments. Moreover, in the laboratory students are required to identify the waste generated for each experiment and the proper disposal required to protect the environment.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Use knowledge of the organic chemistry language, concepts, and mechanisms to reason qualitatively and quantitatively.</p> <p>Students practice reasoning qualitatively through the practice in-class problems, independent homework assignments that require critical thinking, and analysis of data collected in the laboratory. Moreover, students perform quantitative calculations and analyses in the laboratory to identify the factors that affect particular lab techniques and reaction outcomes.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms.</p> <p>Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.</p>
F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	<p>Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.</p> <p>Students learn the proper techniques for recording scientific data in an appropriate and ethical manner. In addition, the implementation of green chemistry principles includes the proper disposal of and the minimization of organic chemistry waste.</p>
---	---

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ul style="list-style-type: none"> • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of the organic chemistry language, concepts, and mechanisms to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information in organic chemistry.
--	--

	<ul style="list-style-type: none"> • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?*</p>	<p>This course promotes different types of learning: active, collaborative, and independent learning. The lectures are designed to stimulate interest in the subject, introduce fundamental organic chemistry terminology, and practice solving skill-building and more complex problems. In the recitation portion of the class, students work in small groups to solve complex organic chemistry problems. For example, when the Process Oriented Guided Inquiry Learning (POGIL) method is utilized in the lectures the students are required to analyze scientific models, to answer critical thinking questions about the model, and to apply this new information to more complex problems that usually relate to real-world situations. The students communicate organic chemistry concepts through oral communication in their groups, independently reading various sources related to the discussed concepts, and through writing homework assignments that reinforce these newly learned concepts. Instructors utilize quizzes and exams to evaluate if the students accurately comprehend and communicate these fundamental organic chemistry principles.</p> <p>In the laboratory students apply the scientific method to collect, analyze, and critically evaluate organic chemistry data. The students prepare written reports that require students to generate further questions about the concepts explored in their experiments.</p>
---	---

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?*</p>	<p>In the organic chemistry lecture, students independently complete weekly homework assignments and prepare for quizzes and exams. In the lectures students frequently work in small groups to examine models and answer a series of critical thinking questions to further understand and apply the concepts presented in the model.</p> <p>In the organic chemistry laboratory students collect, analyze, and share experimental results with the class to make evidence-based decisions. Students are required to utilize a lab notebook to record and follow ethical guidelines for collecting experimental data. The students utilize microscale lab equipment and modern analytical instrumentation to learn the fundamental organic chemistry laboratory techniques necessary to successfully synthesize and analyze many new compounds in the lab. In the lab reports students critically evaluate their experimental results by providing evidence and explanations about how their results support or refute current models in organic chemistry. Furthermore, students identify the limitations to these models. Students also investigate the world of organic chemistry through a literature research project that is presented either as a formal</p>
--	--

report, a poster presentation, or an oral presentation.

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

This course begins the process of teaching fundamental language and reactivity of organic compounds as they affect the environment and the community. Instructors focus on scientific facts such as the Pathway of Organic Reactions that can guide any student to make evidence-based decisions.

In the lectures students examine organic chemistry models, including reaction mechanisms, and critically examine how the experimental data supports or refutes these models. Students frequently identify the limitations of each model by identifying sets of organic molecules that do not support the discussed reaction pathway. This course enables a student to “assess the strengths and weaknesses” of scientific studies by introducing synthetic pathways and applications to natural pathways. For example, the hydroboration reaction of alkynes produces a single result and can be presented by a simple reaction. However, the pathway is complex, and not well-understood.

In the laboratory students are introduced to searching the scientific literature to find peer-reviewed sources of information through pre-lab assignments and a literature search project. The students learn how to access and understand Material Safety Data Sheets (MSDS) for the compounds utilized in their experiments. In addition, prior to each experiment students are required to record in their lab notebooks the physical properties of all reagents utilized in the laboratory. Instructors direct students to reliable sources of information and identify weak sources that are not supported with reliable data.

The students in the laboratory are also introduced to the concepts of minimizing organic waste and proper disposal techniques. For example, students may be required to identify the proper waste containers for all compounds utilized and synthesized in the lab prior to completing the experiment. This greatly impacts the students’ awareness of how chemical compounds affect the environment and how this waste can impact human society.

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Gabriele Backes	gbackes@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dietrich Steinmetz	dsteinme@pcc.edu

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CH 242	Course Title:	Organic Chemistry
---------------------------	--------	---------------	-------------------

Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
-----------------	---	------------------	-------------------------------

Course Description:	<p>The course covers aspects of each of the following: Radical reactions, Substitution and Elimination Reaction Mechanisms, Structure and Chemistry of Alcohols, Ethers, Epoxides and Their Sulfur Analogues, Introduction to Organometallic Compounds, Arenes and Aromaticity, Structure and Chemistry of Aromatic Compounds, NMR, UV-VIS and Mass Spectroscopy. Special topics are included as time and interest permits.</p> <p><u>Prerequisite</u>: Successful completion of Chemistry 241 and its prerequisites.</p>
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to spectroscopy and complex reaction pathways. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee

members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit.</p> <p>This is completed through literature projects that require students to relate topics discussed in the lecture and laboratory to specific topics related to the natural and technological environments. Moreover, in the laboratory students are required to identify the waste generated for each experiment and the proper disposal required to protect the environment.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively.</p> <p>Students practice reasoning qualitatively through in-class problems, independent homework assignments, and analysis of data collected in the laboratory. Moreover, students perform quantitative calculations and analyses in the laboratory to identify the factors that affect particular lab techniques and reaction outcomes.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms.</p> <p>Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models, especially about reaction mechanisms, and to generate further inquiry using the scientific method.</p>
F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation. Students learn the proper techniques for recording scientific data in an appropriate and ethical manner. In addition, the implementation of green chemistry principles includes the proper disposal of and the minimization of organic chemistry waste.
---	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.
- Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively.
- Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to spectroscopy and complex reaction pathways.
- Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms.
- Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit.
- Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>This course promotes different types of learning: active, collaborative, and independent learning. The lectures are designed to stimulate interest in the subject, understand complex reaction pathways, analyze spectroscopic data, and practice solving skill-building and more complex problems. In the recitation portion of the class, students work in small groups to solve complex organic chemistry problems. For example, when the Process Oriented Guided Inquiry Learning (POGIL) method is utilized in the lectures the students are required to analyze scientific models, to answer critical thinking questions about the model, and to apply this new information to more complex problems that usually relate to real-world situations. The students communicate organic chemistry concepts through oral communication in their groups, independently reading various sources related to the discussed concepts, and through writing homework assignments that reinforce these newly learned concepts. Instructors utilize quizzes and exams to evaluate if the students accurately comprehend and communicate these fundamental organic chemistry principles.</p> <p>In the laboratory students apply the scientific method to collect, analyze, and critically evaluate organic chemistry data, especially when utilizing spectroscopic techniques. The students prepare written reports that require students to generate further questions about the concepts explored in their experiments.</p>
--	--

<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In the organic chemistry lecture, students independently complete weekly homework assignments and prepare for quizzes and exams. In the lectures students frequently work in small groups to examine models and answer a series of critical thinking questions to further understand and apply the concepts presented in the model.</p> <p>In the organic chemistry laboratory students collect, analyze, and share experimental results with the class to make evidence-based decisions. Students are required to utilize a lab notebook to record and follow ethical guidelines for collecting experimental data. The students utilize microscale lab equipment and modern analytical instrumentation to learn the fundamental organic chemistry laboratory techniques necessary to successfully synthesize and analyze many new compounds in the lab. In the lab reports students critically evaluate their experimental results by providing evidence and explanations about how their results support or refute current models in organic chemistry. Furthermore, students identify the limitations to these models. Students also investigate how the concepts and reaction pathways in this organic chemistry relate to real-world applications through a literature research project that is presented either as a formal report, a poster presentation, or an oral presentation.</p>
---	--

<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	<p>This course continues to apply the fundamental organic chemistry language to the reactivity of organic compounds as they apply to the environment and biological systems and how they impact the community. Instructors focus on organic reaction mechanisms and the spectroscopy of organic compounds that can guide students to make evidence-based decisions.</p> <p>In the lectures students examine organic chemistry models, including reaction mechanisms, and critically examine how the experimental data supports or refutes these models. Students frequently identify the limitations</p>
---	--

of each model by identifying sets of organic molecules that do not support the discussed reaction pathway. This course enables a student to “assess the strengths and weaknesses” of scientific studies by introducing synthetic pathways and applications to natural pathways. For example, organometallic reactions are ubiquitous, but the reaction mechanisms are complex and not-well understood.

In the laboratory students continue to search the scientific literature to find peer-reviewed sources of information through pre-lab assignments and a literature research project. The students continue to access and understand Material Safety Data Sheets (MSDS) for the compounds utilized in their experiments. In addition, prior to each experiment students are required to record in their lab notebooks the physical properties of all reagents utilized in the laboratory. Instructors direct students to reliable sources of information and identify weak sources that are not supported with reliable data.

The students in the laboratory are also introduced to the concepts of minimizing organic waste and proper disposal techniques. For example, students may be required to identify the proper waste containers for all compounds utilized and synthesized in the lab prior to completing the experiment. This greatly impacts the students’ awareness of how chemical compounds affect the environment and how this waste can impact human society.

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Gabriele Backes	gbackes@pcc.edu

SAC Chair	Name E-mail	Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Dietrich Steinmetz	dsteinme@pcc.edu

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CH 243	Course Title:	Organic Chemistry
---------------------------	--------	---------------	-------------------

Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
-----------------	---	------------------	-------------------------------

Course Description:	<p>Includes carboxylic acids, carboxylic acid derivatives, amines, carbohydrates, amino acids, proteins, lipids, nucleic acids, heterocyclic compounds, spectroscopy and selected topics. The aim of the year long course is to bring a realistic approach to the study of mechanisms and functional group chemistry, and to provide an emphasis on the biological environment and medical applications of organic chemistry. Prerequisite: CH 242 and its prerequisite requirements.</p> <p>An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.</p>
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to organic chemistry principles, spectroscopy, and biochemical reaction pathways. • Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.
------------------	--

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.
- The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit.</p> <p>This is completed through independent research projects that require students to relate topics discussed in the lecture and laboratory to specific topics related to the natural and technological environments. Moreover, in the laboratory students are required to identify the waste generated for each experiment and the proper disposal required to protect the environment.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively.</p> <p>Students practice reasoning qualitatively through in-class problems, independent homework assignments, and analysis of data collected in the laboratory. Moreover, students perform quantitative calculations and analyses in the laboratory to identify the factors that affect particular lab techniques and reaction outcomes.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms.</p> <p>Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.</p>
F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation. Students learn the proper techniques for recording scientific data in an appropriate and ethical manner. In addition, the implementation of green chemistry principles includes the proper disposal of and the minimization of organic chemistry waste.
---	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.
- Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively.
- Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to organic chemistry principles, spectroscopy, and biochemical reaction pathways.
- Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms.
- Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit.
- Implement green chemistry principles in practice and as resources. Use sustainability ideas to expand skills and recognize tools in identifying and assisting green chemistry innovation.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	<p>This course promotes different types of learning: active, collaborative, and independent learning. The lectures are designed to stimulate interest in the subject, especially as it relates to biochemical applications, to understand complex reaction pathways, to analyze spectroscopic data, and to practice solving skill-building and more complex problems. In the recitation portion of the class, students work in small groups to solve complex organic chemistry problems. For example, when the Process Oriented Guided Inquiry Learning (POGIL) method is utilized in the lectures the students are required to analyze scientific models, to answer critical thinking questions about the model, and to apply this new information to more complex problems that usually relate to real-world situations. The students communicate organic chemistry concepts through oral communication in their groups, independently reading various sources related to the discussed concepts, and through writing homework assignments that reinforce these newly learned concepts. Instructors utilize quizzes and exams to evaluate if the students accurately comprehend and communicate these fundamental organic chemistry principles.</p> <p>In the laboratory students apply the scientific method to collect, analyze, and critically evaluate organic chemistry data, especially when utilizing spectroscopic techniques. Students complete an extensive independent research project that usually relates either to real-world applications or to green chemistry principles. The students prepare oral presentations and written reports that require students to generate further questions about the concepts explored in their experiments.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	<p>In the organic chemistry lecture, students independently complete weekly homework assignments and prepare for quizzes and exams. In the lectures students frequently work in small groups to examine models and answer a series of critical thinking questions to further understand and apply the concepts presented in the model.</p> <p>In the organic chemistry laboratory students collect, analyze, and share experimental results with the class to make evidence-based decisions. Students are required to utilize a lab notebook to record and follow ethical guidelines for collecting experimental data. The students utilize microscale lab equipment and modern analytical instrumentation to learn the fundamental organic chemistry laboratory techniques necessary to successfully synthesize and analyze many new compounds in the lab. In the lab reports students critically evaluate their experimental results by providing evidence and explanations about how their results support or refute current models in organic chemistry. Furthermore, students identify the limitations to these models. Students also investigate how the concepts and reaction pathways in this organic chemistry relate to real-world applications through an independent lab research project that is presented either as a formal report, a poster presentation, or an oral presentation.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical</p>	<p>This course teaches fundamental reactivity of organic compounds as they apply to biological systems and affect the community. Instructors focus on organic reaction mechanisms and the spectroscopy of organic compounds that can guide students to make evidence-based decisions.</p> <p>In the lectures students examine organic chemistry models, including</p>

knowledge on human society and the environment"?**	<p>reaction mechanisms, and critically examine how the experimental data supports or refutes these models. Students frequently identify the limitations of each model by identifying sets of organic molecules that do not support the discussed reaction pathway. This course enables a student to “assess the strengths and weaknesses” of scientific studies by introducing man-made and biochemical pathways of organic reactions and comparing these in terms of efficiency. For example, a synthetic pathway might be efficient in a lab setting, but be entirely inefficient in a complex organism.</p> <p>In the laboratory students utilize organic chemistry scientific literature to find peer-reviewed sources of information for pre-lab assignments and an independent research project. Students determine the feasibility of their research projects through references to Material Safety Data Sheets (MSDS) and other pertinent information located in reliable chemistry sources. In addition, prior to each experiment students are required to record in their lab notebooks the physical properties of all reagents utilized and products synthesized in the laboratory. Instructors direct students to reliable sources of information and identify weak sources that are not supported with reliable data.</p> <p>The students in the laboratory are also introduced to the concepts of minimizing organic waste and proper disposal techniques. For example, students may be required to identify the proper waste containers for all compounds utilized and synthesized in the lab prior to completing the experiment. This greatly impacts the students’ awareness of how chemical compounds affect the environment and how this waste can impact human society.</p>
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: History		Submitter name Phone Email	Sylvia Gray X 4073
Course Prefix and Number:	HST 107	# Credits:	4
Course Title: 60 characters max	History of Korea and Japan	Transcript Title (30 characters max)	History of Korea and Japan
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours):
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Explores the history of Korea and Japan and their dynamic relationship from pre-history to modern times. Includes political, diplomatic, economic, social, religious, and cultural themes.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
x <input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of Japan and Korea and use critical thinking to evaluate their historical relationship and its impact on civilization • Recognize the diverse contributions of Japan and Korea to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in Japan and Korea • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Assess by using any combination of the following:</p> <ul style="list-style-type: none"> • Exams • Essays • Oral presentations • Research projects • Service-learning projects • Class participation and discussion • Other creative assignments
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>1. Competencies and skills:</p> <ul style="list-style-type: none"> • Identify the characteristics of Japan and Korea, including their historical relationship • Identify key historical, political, geographical, social, economic and cultural aspects of Japan and Korea • Appraise how these changed over time, particularly in relationship with each other • Analyze and evaluate primary and secondary sources

- Connect evidence to its relevant historical context
- Evaluate different interpretations of past events and construct your own
- Recognize and understand the basis for various interpretations and views of historical issues
- Identify an historian's thesis and supporting evidence
- Select what is important from a large body of material
- Connect present-day events to the past

2. Themes, Concepts, Issues

- Themes in Chinese history affecting both Korea and Japan:
 - China's regional role
 - Confucianism
- Japan:
 - Prehistoric Japan
 - Yamato Period
 - Nara Period
 - Heian Period
 - Kamakura Period
 - Ashikaga Period
 - Unification of Japan
 - Tokugawa period
 - Meiji Restoration
 - Modernization and Imperialism
 - World War II
 - Postwar Japan
 - Contemporary Japan
- Korea:
 - Prehistoric Korea
 - Proto-Three Kingdoms
 - Three Kingdoms: Shilla (Silla), Goguryeo (Koguryo), Baekje (Paekche)
 - Unified Shilla (Silla) and Balhae (Parhae)
 - Goryeo (Koryŏ) Unification
 - Joseon (Choson) Dynasty
 - Korean Empire
 - Japanese Colonial Rule
 - World War II
 - Republic of Korea
 - Korea Divided
 - Contemporary Koreans
- Explore the relationship between Korea and Japan throughout history

Considering such factors as:

- Geography
- Social hierarchy
- Gender
- Institutions
- Political and economic structures

	<ul style="list-style-type: none"> • Imperial governments • Law • Cultural contributions • Philosophies and religions
Reason for the new course	PCC has no classes that focus on Korea, although it is a hot spot in the political world, and PCC has quite a number of Korean exchange students and students of Korean extraction. We plan to simultaneously remove the topic of Japan from the HST106 and place it in this class so that it can be covered in more detail – there are many Japanese students at PCC and also many students interested in Japan, and they have been frustrated with the necessarily minor emphasis in that course which focuses more on China. In addition, PCC is moving toward a broader coverage of International Studies, and in particular Asian studies, and this will enhance that effort.

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	PSU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	There is no exact comparable.
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:

Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will qualify as a course meeting the requirements of the Asian Studies Focus Award at PCC.	
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.	As above mentioned, History of Japan has been covered in HST 106, but in conjunction with approval for this course, we will remove Japan from HST 106 in order to cover China more adequately and at the same time, give Japan more attention as well.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	N/A
--	-----

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
--	----

Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term: Ideally Fall, 2011
----------------------	---

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
John Shaw	John.shaw4@pcc.edu
SAC Administrative Liaison	Email
Nancy Wessel	Nancy.wessel@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?
 Check all that apply- double click on the box to open the task window

course number

x title

x description

prerequisites and co-requisites

x outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History/Social Science	Submitter name Phone Email	Sylvia Gray, X 4073, sgray@pcc.edu
Current prefix and number	HST 106	Proposed prefix and number	HST 106
Current course title	History of Eastern Civilizations: East Asia	Proposed title (60 characters max)	History of China
Reason for title change	We don't need a series any more	Proposed transcript title (30 characters max)	History of China
<p>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</p>			
Current Description		Proposed Description	
Surveys the eastern regions of Asia, specifically China and Japan. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times.		Surveys the history of China. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times.	

Reason for change	We are proposing moving the history of Japan into HST 107, "History of Korea and Japan in Cooperation and Conflict." In this way Japan and Korea can be given more attention in the curriculum, and China will have enhanced attention as well.
-------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of East Asia and use critical thinking to evaluate historical changes and their impact on civilization • Recognize the diverse contributions of East Asia to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in East Asia • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills 	<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of China and use critical thinking to evaluate historical changes and their impact on civilization • Recognize the diverse contributions of China to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in China • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills

Reason for change	Focus on China alone. This is a much more reasonable amount of material to cover in a 10-week course.
-------------------	---

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
x <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(if AFTER the next available term) Winter or Spring 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

What do you want to change?
Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name	Cathy Alzner
		Phone	X 4093
		Email	cathy.alzner@att.net
Current prefix and number	Hst 204	Proposed prefix and number	na
Current course title	US Women: Pre-colonial to 1877	Proposed title (60 characters max)	
Reason for title change	na	Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below</p>			
Current Description		Proposed Description	
Reason for change			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes		
<ul style="list-style-type: none"> • Use critical thinking to evaluate variations in gender roles between a variety of cultural groups and changes in gender roles over time • Recognize and appreciate the diversity of American women based upon ethnicity, race, class, ideology, legal status, and region. • Recognize influences of changing economic patterns in women's history, in particular the impact of industrialization upon race, ethnicity, and class. • Recognize influences of changing religious and cultural patterns on the lives of women. • Communicate effectively in writing and speech. • Understand the changing role of women in the Revolutionary and Civil Wars. • Understand the beginnings of women's activism with emphasis on reform movements and the beginnings of the first wave suffrage movement. • Identify culturally grounded assumptions which have influenced the perception and behavior of women in the past. • Connect the past with the present 		<ul style="list-style-type: none"> • Articulate an understanding of the key events in US history from pre-European settlement to 1877 and use critical thinking evaluate how they particularly impact women. • Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past • Describe and evaluate the contributions that various groups of women have made to the American culture. • Communicate effectively using historical analysis • Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement 		
Reason for change	The revisions were part of the SAC's regular review of our History courses to ensure that they accurately reflect the intended learning outcomes of our courses.			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
x <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John Shaw	john.shaw4@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	Nancy.wessel@pcc.edu	

What do you want to change?
Check all that apply- double click on the box to open the task window

- course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name	Cathy Alzner
		Phone	X 4093
		Email	cathy.alzne@pcc.edu
Current prefix and number	Hst 205	Proposed prefix and number	na
Current course title	US Women: 1877 to Present	Proposed title (60 characters max)	
Reason for title change	na	Proposed transcript title (30 characters max)	
<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below</p>			
Current Description		Proposed Description	
Reason for change			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Use critical thinking to evaluate variations in gender roles between a variety of cultural groups and changes in gender roles over time including the greater inclusion of women in the workforce, military, government, and leisure activities. • Use critical thinking to evaluate the impact of marketing over time. • Recognize and appreciate the diversity of American women based upon ethnicity, race, class, ideology, legal status, and region. • Recognize influences of changing religious and cultural patterns on the lives of women. • Recognize influences of changing cultural patterns of the lives particularly civil rights, second wave suffrage, and feminism. • Understand the increasing involvement of women during 20th century wars. • Communicate effectively in writing and speech. • Understand the beginnings of women's activism with emphasis on reform movements and the beginnings of the first wave suffrage movement. • Identify culturally grounded assumptions which have influenced the perception and behavior of women in the past. • Connect the past with the present 	<ul style="list-style-type: none"> • Articulate an understanding of the key events in US history from 1877 to the present and use critical thinking to evaluate how they specifically impact women. • Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past • Describe and evaluate the contributions that various groups of women have made to the American culture. • Communicate effectively using historical analysis • Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement.
Reason for change	The revisions were part of the SAC's regular review of our History courses to ensure that they accurately reflect the intended learning outcomes of our courses.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into: .	

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John Shaw	john.shaw4@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change?
 Check all that apply- double click on the box to open the task window

course number
 title
 description
 prerequisites and co-requisites
 outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	LAPP	Submitter name	Charlie Presti
		Phone	503-679-1077
		Email	charlie.presti@pcc.edu
Current prefix and number	HST 240	Proposed prefix and number	
Current course title	Oregon History	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for change			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes		
<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact upon American society and culture. • Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon. • Recognize and understand a variety of social and cultural factors which also include religion, education, art, literature, and architecture, work, and leisure and the natural environment. • Identify culturally grounded assumptions which have impacted one's perception of western expansion and settlement. • Communicate effectively through speech and writing. 		<ul style="list-style-type: none"> • Articulate an understanding of the key events in Oregon history and use critical thinking to evaluate historical changes and their impact upon society and culture in Oregon and America. • Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon. • Identify culturally-grounded assumptions which have impacted perceptions, behaviors, and policies of Oregonians in the past and assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect the past with the present to enhance contemporary understanding and encourage civic engagement. 		
Reason for change	Part of History SAC project to update outcomes to better reflect current mission.			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>				
Current prerequisites, corequisites and concurrent				
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John M. Shaw	john.shaw4@pcc.edu	10/27/10
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	10/27/10

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Loretta Goldy	lgoldy@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Nancy Wessel	nancy.wessel@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	HST 279	Course Title:	Russian History II
Course Credits:	4.0	Gen Ed Category:	Social Science
Course Description:	Surveys the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.		
Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of key events in Russian history from the late eighteenth century to the present and use critical thinking to evaluate historical changes and their impact • Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian and Soviet sphere of influence • Communicate effectively using historical analysis • Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement 		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree program represents a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Understanding the influence of culturally-based practices, values, and beliefs and how they have influenced the perception and behaviors of peoples in Russia are key to understanding the history of Russia. By the nineteenth century, Russia was a vast multi-ethnic empire made up of approximately 70
---	--

	<p>ethnic groups. This course studies the historical cultural practices and beliefs of some of these peoples along with various social groups and examines how cultural filters impacted interactions among such groups and with state institutions. For example, state-supported Russification policies making Russian the official language, Orthodoxy the official religion, and Russians a privileged group, intensified during the nineteenth century. In addition, the role of ideas also had a significant impact on Russian history and the peoples residing within this vast empire. For example, Westernizers and Slavophiles had conflicting cultural views of Russia's past and future. Marxists, Populists, Anarchists and Liberals advocated for the creation of a "better world" based upon their ideologies and the cultural filters associated with those ideologies. However, dominant institutions often resulted in the establishment of systems of privilege and examples of social injustices. Also, Russia's political culture has been dominated by strong rulers and a tendency to view the "tsar as reformer" can be traced back to Peter the Great. His reign then became a touchstone for those who either supported or rejected this path to change.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>A key outcome of this course is to connect Russia's past with the present in order to enhance contemporary understanding and encourage civic and global engagement. For example, we study the era of the Cold War, and analyze how political and economic theories influenced behaviors in Russia, Central Europe and the United States. In addition, we continually assess the experiences of various groups and peoples residing within the Russian and Soviet spheres of influence. The status of urban and rural women is studied along with the impact of Marxist ideology on their status.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Understanding Russian geography is essential to understanding its history. The diversity and size of the previous Soviet Union are key factors. Russia is dominated by a plain which helps to explain both invasions and shifts of populations. Russia's climate of extreme temperatures has influenced agricultural opportunities and population settlement. As Russia industrialized, exploitation of natural resources expanded farther east into Siberia and impacted the environment. Understanding its changing natural and technological environments is a recurring theme in Russian history.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>This course requires that students evaluate different historical interpretations of modern Russian history and construct their own interpretation based upon evidence from primary and secondary sources. For example, in analyzing the reign of Catherine the Great (r. 1762-1796) students read primary documents (like the <i>Nakaz</i>), and they study historical interpretations based upon particular historical theories. For example, Marxist theory influenced Soviet interpretations of Catherine's reign. Other historical interpretations of her reign focus on social or political history. Students learn about and are asked to apply the methods of the discipline by considering such concepts as: multiple-causality, historical context, and history as reconstruction.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>The historical method is studied and applied to the study of Russia's past. For example, in studying the factors contributing to the Russian revolutions of 1905 and 1917, students are required to analyze the complexities that contributed to these upheavals by applying concepts such as multiple-causality and historical context. Social, political, economic and cultural factors are taken into consideration. When evaluating primary documents and secondary sources, students are asked to consider the motivation and purpose of such sources.</p>

F. Aesthetic and artistic values.	Literature, cathedrals, monuments, religious icons, socialist realism are some examples studied in order to deepen student understanding of Russian culture. For example, Nicholas Gogol's novel <i>Dead Souls</i> is used as a way to explore social criticism in Russia. The city of St. Petersburg is used as a way to explore Russia's relation with the west. Posters, film, and architecture from Stalinist Russia are studied in order to understand the impact of Marxist ideology and censorship. The substance, style and changing status of Alexander Solzhenitsyn's <i>One Day in the Life of Ivan Denisovich</i> is also used as an entrance into the Stalinist era.
G. Understanding of the ethical and social requirements of responsible citizenship.	Responsible citizenship requires a solid understanding of one's own culture and that of other regions in the world. To evaluate current foreign policy and foreign relations with Russia, one needs to understand the history of Russia. Russian history reveals the ethical and social consequences of the Soviet Union's adoption of Marxist ideology, the consequences of the Cold War, the impact of Gorbachev's reforms, and much more. Analysis of such historical periods enriches student understanding of the ethical and social requirements of responsible citizenship by providing them with a solid basis from which they can connect the past with the present to enhance contemporary understanding and encourage civic and global engagement.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Articulate an understanding of key events in Russian history from the late eighteenth century to the present and use critical thinking to evaluate historical changes and their impact
- Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history
- Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian and Soviet sphere of influence
- Communicate effectively using historical analysis
- Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Throughout this course, historical methods are applied to the study of Russia’s history. For example, the establishment and impact of the Stalinist system is studied by analyzing primary and secondary sources. Stalin argued that Russia needed to “modernize or perish” and used this argument, along with his version of Marxism, to rapidly industrialize and forcibly collectivize Russia. Sources from some of the “true believers” who actively supported this drive are studied, and we also analyze the social and economic consequences of rapid industrialization and forced collectivization upon the Soviet state and upon individuals. Primary documents are placed in their relevant historical context. Possible social, economic, and political factors are discussed in order to understand the complex multiple-causality which contributed to support for and resistance against Stalinism. The lingering consequences of Stalinism are also discussed. Throughout the course, students evaluate different historical interpretations of such periods as Stalinism and construct their own interpretation based upon evidence from primary and secondary sources. Students must demonstrate the ability to formulate their own thesis and be able to assess, evaluate and cite primary and secondary sources in support of their thesis.

How does the course enable a student to “apply

Understanding the influence of culturally-based practices, values and beliefs and how they have influenced the perception and behaviors of peoples in

knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**

Russia are key to understanding the history of Russia. By the nineteenth century, Russia was a vast multi-ethnic empire made up of approximately 70 ethnic groups. This course studies the historical cultural practices and beliefs of some of these peoples and examines how cultural filters impacted interactions among such groups and with state institutions. For example, during Stalin's drive to forcibly collective agriculture, state actions led to a famine in Ukraine and the death of millions. Economic, social and political motives are analyzed. Government resistance toward Ukrainian nationalism predates these actions and is traced throughout the course. For example, during the era of the Great Reforms the first Ukrainian-language periodical, *Osnova*, was officially approved for publication which helped to stimulate Ukrainian nationalism. In Kiev, Ukrainian folklore and poetry was studied by the newly formed Shevchenko Literary Society. However, during the reign of Alexander III, Russification policies, supporting Russian as the official language, were renewed. The changing status of various peoples including, Ukrainians, Jews and Armenians is explored throughout this course.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Loretta Goldy	lgoldy@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Nancy Wessel	nancy.wessel@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	HST 285	Course Title:	The Holocaust
---------------------------	---------	---------------	---------------

Course Credits:	4.0	Gen Ed Category:	Social Science
-----------------	-----	------------------	----------------

Course Description:	Introduces the aftermath of World War I and the rise of the Nazis, the historical roots of anti-Semitism, the evolution of the Final Solution and its coordination in Nazi-occupied Europe, the victims of Nazi policies, the camps, the perpetrators, bystanders, resistance, and the aftermath of the Holocaust.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of key events in the history of the Holocaust and use critical thinking to evaluate historical changes and their impact. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Recognize the interaction of various groups and institutions in order to evaluate their impact on the Holocaust. • Communicate effectively using historical analysis. • Connect the past with the present to enhance contemporary understanding and encourage civic engagement.
------------------	---

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree program represents a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Understanding the influence of culturally-based practices, values, and beliefs and how they have influenced the perception and behaviors of peoples during the era leading up to and including the second world war is key to
---	---

	<p>understanding the history of the Holocaust. Students examine the medieval cultural and religious roots of Anti-Semitism, pseudo-scientific racist theories, Social Darwinism, and eugenics and how they were used by the Nazis to discriminate against Jews, disabled individuals, Roma and other groups. The legacy of these prejudices in contemporary society is also examined.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>A key outcome of this course is to connect these past events with the present in order to enhance contemporary understanding and encourage civic and global engagement. We examine how the Nazis built upon long-standing prejudices against Jews, Roma, gays, and the disabled and reflect upon the persistence of such prejudices. We also analyze the topic of the bystanders from the level of individuals and from the level of nation-states. Examples of resistance are also discussed including ways in which political leadership, religious beliefs, gender and other factors influenced resistance.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Understanding geography is essential to understanding the history of the Holocaust. The Nazi program involved “race and space.” That is, long-standing prejudices along with pseudo-scientific theories contributed to the Nazi’s hierarchical worldview and to their escalating actions intended to expand the living space (“Lebensraum”) of those who the Nazis labeled as “superior” at the expense of those who were labeled as “inferior.” Geography impacted the Nazis’ ability to implement their plans and examples of this are discussed throughout the course including such topics as the location of various camps and the Danish resistance.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>This course requires that students evaluate different historical interpretations of the Holocaust and construct their own interpretations based upon evidence from primary and secondary sources. For example, in analyzing the evolution of the Final Solution, students draw upon a wide range of primary sources. Demographic data is also considered as part of the relevant evidence. Students study the historiography of this topic in order to understand the complexities of this period. Students are asked to apply the methods of the discipline by considering such concepts as: multiple-causality, historical context, and history as reconstruction.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>The historical method is applied to the study of the Holocaust. For example, students study factors that contributed to the Nazis gaining power in Germany by applying concepts such as multiple-causality and historical context. Complex social, political, economic and cultural factors are taken into consideration. When evaluating primary documents and secondary sources, students are asked to consider the motivation and purpose of such sources.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Examples of literature and propaganda are studied in order to deepen student understanding of the Holocaust. For example, both written and oral testimonies are used as a way to explore the personal experiences of those who lived through these events. In addition, Nazi use of propaganda is studied through such examples as artwork and Leni Riefenstahl’s “Triumph of the Will.” Posters, film, and architecture from Nazi Germany are studied in order to understand the impact of Nazi ideology and censorship.</p>
<p>G. Understanding of the ethical and social requirements of</p>	<p>Responsible citizenship requires a solid understanding of one’s own culture and that of other regions in the world. The history of the Holocaust addresses some of the ethical and social consequences resulting from</p>

responsible citizenship.	actions taken by individuals and nation-states. Analysis of this historical period deepens student understanding of the ethical and social requirements of responsible citizenship by providing them with a solid basis from which they can connect the past with the present to enhance contemporary understanding and encourage civic and global engagement.
--------------------------	--

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Articulate an understanding of key events in the history of the Holocaust and use critical thinking to evaluate historical changes and their impact.
- Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
- Recognize the interaction of various groups and institutions in order to evaluate their impact on the Holocaust.
- Communicate effectively using historical analysis.
- Connect the past with the present to enhance contemporary understanding and encourage civic engagement.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

Throughout this course, historical methods are applied to the study of the Holocaust. For example, the establishment and impact of Nazi rule is analyzed through primary and secondary sources. Hitler argued that Germany had been unfairly treated in the aftermath of the Great War and that “enemies from within” had contributed to Germany’s defeat in that war. Sources from some of the “true believers” who actively supported the Nazis are studied, and we also analyze the social, political and economic consequences that the interwar period had upon Germany, upon foreign affairs, and upon individuals. Primary documents are placed in their relevant historical context. Possible social, economic, and political factors are discussed in order to understand the complex multiple-causality which contributed to support for and resistance against Nazism. Students evaluate different historical interpretations and construct their own interpretations based upon evidence from primary and secondary sources. Students must demonstrate the ability to formulate their own thesis and be able to access, evaluate and cite primary and secondary sources in support of their thesis.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse

Understanding the influence of culturally-based practices, values and beliefs and how they have influenced the perception and behaviors of peoples in Europe during the era of the second world war are key to understanding the history of the Holocaust. The changing status of peoples residing in Nazi-occupied territories including, Jews, Roma, gays, disabled individuals, and

social world in which we live"?**

others is explored in this course. We examine how cultural filters impacted interactions among such groups and with state institutions. Students examine the medieval cultural and religious roots of Anti-Semitism, pseudo-scientific racist theories, Social Darwinism, and eugenics and how these were used by the Nazis to discriminate against targeted groups. The legacy of these prejudices in contemporary society is examined in order to connect the past with the present and to encourage civic and global engagement.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	
---	--

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	
--	--

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
--	--

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**	
--	--

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
---	--

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 103	Course Title:	Western Civilization - III
---------------------------	---------	---------------	----------------------------

Course Description:	Western Civilization III - Modern Europe - Studies history of the nineteenth and twentieth centuries, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath.
---------------------	---

Course Outcomes:	<p>Articulate an understanding of key events in the nineteenth and twentieth century history of Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization.</p> <p>Recognize the different groups that interacted in and with Europe in the nineteenth and twentieth centuries in order to evaluate and appreciate their historical contributions to modern western civilization.</p> <p>Identify the influence of culturally-based practices, values and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Communicate effectively using historical analysis.</p> <p>Connect the past to the present to enhance civic and global engagement.</p>
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	<ul style="list-style-type: none"> • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
--	--

Criteria.

- Recognize the different groups that interacted in and with Europe in the nineteenth and twentieth centuries in order to evaluate and appreciate their historical contributions to modern western civilization.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.

This course examines Europe as a collection of individual cultures, languages and people amidst the challenges of defining statehood. Post Napoleonic Europe had seen the restoration of the monarchy. Challenges to monarchy from student revolts, and socialist labor movements were violently crushed. The system of nation-states that had emerged in the second half of the nineteenth century had not led to cooperation but competition. Rivalries over colonial and commercial interests intensified during an era of imperialist expansion and the division of Europe’s great powers into two loose (military) alliances. The growth of nationalism in the nineteenth century led to another serious consequence. Not all ethnic groups had achieved their goal of nationhood.

The “Great War’ or First World War would see the power of nationalism, militarism and the suppression of internal dissent at work. After four years of “total war” Europe no longer represented a civilizing force in the world. President Woodrow Wilson of the United States introduced his “Fourteen Points” of which his concept of “self-determination” inspired countless thousands. France, led by Premiere Georges Clemenceau and Great Britain’s Prime Minister David Lloyd George were not interested in anything that would threaten their empires or their desire to punish Germany.

The Peace Conference in Paris is remembered for producing the Versailles Treaty with Germany officially ending the war. However, it came to represent the expectations of peoples who sought independence from their pre-war political status as new nations emerged. Those attending the peace conference (having visitor status) included T.E. Lawrence, an Arab delegation led by King Feisal, the American W.E.B. DuBois and a young Vietnamese nationalist later known as Ho Chi Minh.

The conference would see the map of Europe as well as the Middle East redrawn. Imperial Germany was now a republic. The colonies of France in Indo-China and British rule in India and Africa would remain in place. The creation of Yugoslavia (comprised of Serbs, Croats and Slovenes), and Czechoslovakia would leave thousands outside of their native lands without a voice or any future autonomy.

Several of the problems from the modern world have their origins in the decisions made in 1919. The “creation” of Iraq under British control along with the French in Syria posed questions left unanswered at Versailles in 1919 and now in the twenty-first century as well. The Balkan Wars from 1991 through 1999, the Kurds movement for self-determination, continuing disputes between Greece and Turkey and the endless struggle between Arabs and Jews over land that had been promised in the aftermath of the “Great War.”

When the Berlin Wall and Communism came down in 1989, it was much like 1919. The forces of nationalism, religion and ethnic differences saw hostilities emerge. Bosnia and Rwanda continue to serve as reminders of how strong those forces can be.

--	--

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	David Armontrout	darmontr@pcc.edu

SAC Chair	Name E-mail	Address
	John M. Shaw	john.shaw4@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Nancy Wessel	nancy.wessel@pcc.edu

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:
--

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:
--

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.
--

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

- | |
|--|
| <ol style="list-style-type: none"> 1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies. 2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues. |
|--|

Each course <i>may</i> also do one or more of the following:
--

- | |
|---|
| <ol style="list-style-type: none"> A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs. B. Investigate how discrimination arises from culturally defined meanings attributed to difference. C. Analyze how social institutions perpetuate systems of privilege and discrimination. D. Explore social constructs in terms of power relationships. |
|---|

4. Apply for the AAOT Cultural Literacy Designation by answering the following:
--

Course Prefix and Number:	Hst 204	Course Title:	US Women: Pre-colonial to 1877
---------------------------	---------	---------------	--------------------------------

Course Description:	Examines the lives of women in terms of family relations, religion, culture, sexuality and reproduction, and work roles, as well as educational opportunities and social reform activities. Explores diversity in terms of class, race, ethnicity, legal status, and geographical region. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of the key events in US history from pre-European settlement to 1877 and use critical thinking evaluate how they particularly impact women. • Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past • Describe and evaluate the contributions that various groups of women
------------------	---

	<p>have made to the American culture.</p> <ul style="list-style-type: none"> • Communicate effectively using historical analysis • Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement.
<p>List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.</p>	<ul style="list-style-type: none"> • Articulate an understanding of the key events in US history from pre-European settlement to 1877 a use critical thinking evaluate how they particularly impact women. • Identify and describe culturally based assumptions that have influenced the perception and behavior of women in the past. • Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region .
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>This course describes a developing nation populated by a variety of people including indigenous peoples, Africans, Asians, and Euro-Americans, each contributing a distinct culture, language, spirituality, and world view. It starts with pre-contact indigenous women followed by cultural interaction as Europeans begin the conquest of North America. Students will learn how power relationships change. For example, it was not uncommon for indigenous women to hold positions of power within their own communities, but when Europeans began to dominate, indigenous women not only lost power to Euro-Americans, they also began losing power within their communities. The course surveys a variety of women including enslaved, bi-racial, the privileged, working-class, and immigrants. In addition it will examine the impact of state institutions and interactions among these groups such as the coveture system, Salem witch trials, the intersection of abolition and women's rights, and, notably, women's suffrage.</p> <p>Gender ideologies, racism, and ethnocentricity significantly impacted American women creating differences in how they understood the ideals of equality. Examples include activities during the Independence and Civil War eras, Republican Motherhood, which emphasized education so women could participate as mothers of future citizens, and the Cult of True Womanhood which elevated white middle-class women above the working-class, and, notably, women of color. As the dominant white Protestant society developed, women of color, the working-class, and non-mainline religious</p>
---	--

	women were marginalized and their vibrant cultures were not acknowledged.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Cathy Croghan Alzner	cathy.alzner@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	John.shaw4@pcc.edu

SAC Admin Liaison	Name E-mail	Address
	Nancy Wessel	nancy.wessel@pcc.edu

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	Hst 205	Course Title:	
---------------------------	---------	---------------	--

Course Description:	
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of the key events in US history from 1877 to the present and use critical thinking to evaluate how they specifically impact women. • Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past • Describe and evaluate the contributions that various groups of women have made to the American culture. • Communicate effectively using historical analysis • Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural	<ul style="list-style-type: none"> • Articulate an understanding of the key events in US history from 1877 to the present and use critical thinking to evaluate how they

Literacy Outcome and Criteria.	<p>specifically impact women.</p> <ul style="list-style-type: none"> Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past Describe and evaluate the contributions that various groups of women have made to the American culture.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.</p>	

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>Students examine an increasingly culturally diverse nation. Groups such as freed slaves, and immigrants from Eastern Europe, Asia, and Latin America contributed a variety of cultural practices and beliefs to the dominant white Protestant culture. By examining these groups, students gain an understanding of difference and inclusion. For example, during the struggle for woman suffrage, some white women were willing to exclude black women in the hopes of getting the bill passed sooner. During World War II, most Americans supported the internment of Japanese and Japanese-Americans. One consequence of internment was rapid Americanization of the Japanese family.</p> <p>Understanding the family is crucial to women's history. Students learn cultural significance as it is manifested in sexuality, reproduction (contraception), divorce, single parenthood, gay marriage, religious practices, rites of passage, the workforce, and consumerism. For example, the birth control pill was hailed as necessary for the liberation of women but a significant number of black women saw it as a method of genocide and the pill created a crisis of faith for many Catholic women.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name E-mail	Address
	Cathy Croghan Alzner	cathy.alzner@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

SAC Admin Liaison	Name Nancy Wessel	E-mail Address nancy.wessel@pcc.edu
-------------------	----------------------	--

**Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the cultural and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 240	Course Title:	Oregon History
---------------------------	---------	---------------	----------------

Course Description:	Examines the rich and diverse history of Oregon including the significance of Oregon's frontier heritage and Oregon's role in American history from pre-European contact to the modern era. Explores economic, political, social, and cultural factors in terms of race, ethnicity, gender, class, and religion.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> ● Articulate an understanding of the key events in Oregon history and use critical thinking to evaluate historical changes and their impact upon society and culture in Oregon and America. ● Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon. ● Identify culturally-grounded assumptions which have impacted perceptions, behaviors, and policies of Oregonians in the past and assess how culture continues to affect human behavior. ● Communicate effectively using historical analysis. ● Connect the past with the present to enhance contemporary understanding and encourage civic engagement.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> ● Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon. ● Identify culturally-grounded assumptions which have impacted perceptions, behaviors, and policies of Oregonians in the past and assess how culture continues to affect human behavior.
--	---

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

<p>How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.</p>	<p>By looking at the formative years of settlement in Oregon territory, students will better understand the demographic make-up of modern Oregon. Early migrants on the Oregon Trail brought with them cultural assumptions and racial attitudes that clashed with the existing multicultural communities of natives, traders, and Hawaiians in the early 19th century. The primary social vision of these newcomers, whose increasing numbers would secure their supremacy in political affairs, was one of cultural and racial homogeneity. Like tribal peoples elsewhere in the West, Oregon’s Native Americans who survived disease epidemics were dispossessed of their lands and settled onto reservations throughout the state.</p> <p>Early settlers sought to create and perpetuate their vision of an homogeneous society by legislating against difference in the earliest territorial and state constitutions, denying minority groups and women political, economic, and social rights and privileges. They went so far as to prohibit free people of African descent from residing in the state. Such policies institutionalized prejudices that served to discriminate against groups deemed “different.”</p> <p>As the state of Oregon became integrated into national and international affairs, historical developments begot changes that challenged the homogeneous character of the state. World War II provided economic opportunities for African-Americans and Mexican-Americans, and despite facing discrimination during and after the war, many stayed in Oregon and ushered in a trend toward diversification. Oregonians have increasingly come to embrace and celebrate diversity, as well as to recognize and appreciate fully the contributions that minority groups have made in shaping the character of Oregon.</p>
---	---

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Charlie Presti	charlie.presti@pcc.edu

SAC Chair	Name	E-mail Address
	John M. Shaw	john.shaw4@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu