

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
May 2, 2012
Sylvania CC, Cedar Rm

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

Experimental Courses:

HON 199 – Capstones in the Community
PHL 299M – Philosophy of Mind: Thinking and the Brain
LAT 199 – Introduction to Permaculture

Course Inactivation:

GRN 238 – Guardian Conservator Training

Available Grading Option:

None

Old Business:

None

New Business:

631. RET 101 – Introduction to Wind Turbine Technology
Course Revision – Des, Out

632. RET 101 – Introduction to Wind Turbine Technolgy
Contact/Credit Hour Change

633. RET 141 – Electrical Motors/Generator Controls
Course Revision – Des, Out

634. RET 141 – Electrical Motors/Generator Controls
Contact/Credit Hour

635. RET 188 – Industrial Safety and OSHA 10
New Course

636. CHLA 201 – Intro Chicano/Latino Studies I
Course Revision – outcomes, req

637. CHLA 202 – Intro Chicano/Latino Studies II
Course Revision – outcomes, req

638. CHLA 203 – Intro Chicano/Latino Studies III
Course Revision – outcomes, req
639. BI 200B – Principles of Ecology: Field Biology
Course Revision – Des, Out
640. BI 200B – Principles of Ecology: Field Biology
Designation – General Education
641. GEO 105 – Introduction to Human Geography
Course Revision – Des, out
642. GEO 106 – Geography of the Developed World
Course Revision – Title, Des, Out
643. GEO 107 – Geography of the Developing World
Course Revision – Title, Des, Out
644. GEO 204 – Geography of Middle East
Course Revision – Des, Out
645. GEO 206 – Geography of Oregon
Course Revision – Des, Out
646. GEO 209 – Physical Geography: Weather and Climate
Course Revision – Out
647. GEO 221 – Field Geography: The Local Landscape
Course Revision – Des, Out
648. GEO 230 – Geography of Race and Ethnic Conflicts
Course Revision – Des, Out
649. GEO 265 – Introduction to GIS (Geographical Information Systems)
Course Revision – Des, Out
650. GEO 105 – Introduction to Human Geography
Designation – General Education
651. GEO 106 – Geography of the Developed World
Designation – General Education
652. GEO 107 – Geography of Global Issues
Designation – General Education
653. GEO 204 – Geography of Middle East
Designation – General Education

654. GEO 206 – Geography of Oregon
Designation – General Education
655. GEO 209 – Physical Geography: Weather and Climate
Designation – General Education
656. GEO 221 – Field Geography: The Local Landscape
Designation – General Education
657. GEO 230 – Geography of Race & Ethnic Conflicts
Designation – General Education
658. GEO 265 – Introduction to GIS (Geographical Information Systems)
Designation – General Education
659. EC 200 - Principles of Economics: Introduction, Institutions & Philosophies
Course Revision – Des, Out
660. EC 201 - Principles of Economics: Microeconomics
Course Revision – Des, Out
661. EC 202 - Principles of Economics: Macroeconomics
Course Revision – Des, Out
662. EC 200 – Principles of Economics: Introduction, Institutions & Philosophies
Designation – General Education
663. EC 201 – Principles of Economics: Microeconomics
Designation – General Education
664. EC 202 – Principles of Economics: Macroeconomics
Designation – General Education
665. PE 183A – Beginning Bowling
New Course
666. HST 101 – West Civ: Ancnt to Mdl
Course Revision – Des
667. HST 101H – West Civ: Ancnt to Mdl Honors
Course Revision – Des
668. HST 105 – History of India and the South Asian Region
Course Revision – Des
669. HST 106 – History of China
Course Revision – Des

670. HST 101 – West Civ: Ancnt to Mdl
Designation – General Education

671. HST 105 – History of India and the South Asian Region
Designation – General Education

672. HST 106 – History of China
Designation – General Education

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CTE	Submitter name	Susan Lewis
		Phone	541-506-6047
		Email	slewis@cgcc.cc.or.us
Current prefix and number	RET 101	Proposed prefix and number	
Current course title	Introduction to Wind Turbine Technology	Proposed title (60 characters max)	
# Credits	1 increasing to 2	Proposed transcript title (30 characters max)	
Reason for title change	Expand curriculum to include experience on new climb/rescue tower and applying industry standards of wind turbine rescue, tower climb, site safety, hands-on experience with harnesses and lanyards.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course is an introduction to the basic concepts and terminology for how wind energy is captured and transformed into electrical power. Topics covered include non-math mechanical physics, electricity and magnetism, fluid dynamics and aerodynamics. These	Introduces basic concepts and terminology for how wind energy is captured and transformed into electrical power, including non-math mechanical physics, electricity and magnetism, fluid dynamics and aerodynamics. Covers an introduction to and experience in tower climb safety and rescue.

physical principles underlie the engineering of wind towers and electrical generators.	
Reason for change	To incorporate use of new climb/rescue structure to be erected on The Dalles campus summer 2012. To use more appropriate description language.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Demonstrate a basic knowledge of the physics and engineering of wind turbine technology. Use information sources to research wind power technology and its use for generating electricity on both small and large scale operations, including home use. 	<ul style="list-style-type: none"> Apply a basic knowledge of the physics and engineering of wind turbine technology as it relates to subsequent courses in the program. Use information sources to research wind power technology and its use for generating electricity on both small and large scale operations, including home use. Perform self rescue and partner rescue using the proper descent device, including full restraint and fall arrest systems. Use proper climbing techniques
Reason for change	To reflect additions to course 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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

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

Please provide details, who was contacted and the resolution.

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

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term (if AFTER the next available term) Fall, 2012

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

Section # 2 Department Review

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

CGCC Department Chair	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	3-22-12
CGCC Department Director	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	3-22-12

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	CTE	Submitter name, phone, and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Course prefix and number	RET 101	Course title	Introduction to Wind Turbine Operations
Contact and Credit Hours •1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week •1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week •1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	1	Lecture	1
Lecture/Lab		Lecture/Lab	
Lab		Lab	2
Total contact hours/term	10	Total contact hours/term	30
Total credits	1	Total credits	2
Reason for change:	Expand curriculum to include experience on new climb/rescue tower and applying industry standards of wind turbine rescue, tower climb, site safety, hands-on experience with harnesses and lanyards.		
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 checked="" type="checkbox"/> Yes <input 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 Fall, 2012	

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

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

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

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	CTE	Submitter name	Susan Lewis
		Phone	541-506-6047
		Email	slewis@cgcc.cc.or.us
Current prefix and number	RET 141	Proposed prefix and number	
Current course title	Electrical Motors/Generator Controls	Proposed title (60 characters max)	
# Credits	3 increasing to 5	Proposed transcript title (30 characters max)	
Reason for title change	Expand the content of motors and generators in the program.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course teaches electrical circuits, electromagnetism, AC and DC electrical theory, industrial sensors, voltage and relays, motor controls, and power distribution systems. Prerequisite: EET 112	Examines electrical circuits, electromagnetism, AC and DC electrical theory, industrial sensors, voltage and relays, motor controls, AC and DC motors and generators, and power distribution systems. Prerequisite: EET 112.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply and demonstrate principles of logical thought and safety when working with electricity, electronics, and mechanical systems. • Demonstrate appropriate use of motor and generator controls for the operation of wind turbines. • Use electrical and mechanical theory when maintaining and repairing wind turbine generators and towers. • Distinguish between single and three phase power, and how these apply to the power industry. • Follow manufacturers’ specifications when maintaining and repairing wind turbines. 	<ul style="list-style-type: none"> • Apply principles of logical thought and safety when working with electricity, electronics, and mechanical systems. • Use motor and generator controls for the operation of wind turbines. • Use electrical and mechanical theory when maintaining and repairing wind turbine generators and towers. • Distinguish between single and three phase power, and how these apply to the power industry. • Follow manufacturers’ specifications when maintaining and repairing wind turbines. • Operate AC and DC motors and generators. • Measure the performance of AC and DC motors and generators. • Locate and repair faults in AC and DC motors and generators.

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

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term (if AFTER the next available term) Fall, 2012

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

Section # 2 Department Review

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

CGCC Department Chair	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	3-27-12
CGCC Department Director	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	3-27-12

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	CTE	Submitter name, phone, and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Course prefix and number	RET 141	Course title	Electrical Motors/Generator Controls
Contact and Credit Hours •1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week •1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week •1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	2	Lecture	4
Lecture/Lab	3	Lecture/Lab	3
Lab		Lab	
Total contact hours/term	50	Total contact hours/term	70
Total credits	3	Total credits	5
Reason for change:	Expand the content of motors and generators in the program.		
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 checked="" type="checkbox"/> Yes <input 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 Fall, 2012	

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information															
Department:	CTE	Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us												
Prefix and Course Number:	RET 188	Credits:	2												
Course Title: (60 characters max)	Industrial Safety and OSHA 10	Transcript Title (30 characters max)	Industrial Safety and OSHA 10												
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 20 Lec/lab: Lab:												
If the course is repeatable then provide a compelling argument.															
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:												
<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"> <thead> <tr> <th></th> <th>Check all that apply</th> <th>Default (Choose one)</th> </tr> </thead> <tbody> <tr> <td>A-F (letter grade)</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Pass/No pass</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Audit in consultation with faculty</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>					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"/>
	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)															
<p>Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i>. Include course recommendations in the description. (the field expands as needed)</p>															
<p>Introduces safety practices in the electronics industry and covers industry OSHA-10 Safety Certified Training. Includes handling hazardous materials; safe use of flammable and combustible liquids; types of Personal Protective Equipment (PPE); fall protection; crane, ladder and scaffolding safety; safe use of hand and power tools.</p>															
Addendum to course description:															

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

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • Apply standard safety procedures in an industrial environment. • Apply OSHA 10 safety practices in an industrial environment. • Be prepared to take the OSHA 10 Certification test
Course activities and design: (from CCOG)	This course will be presented through lecture and discussion sessions.
Outcomes assessment strategies: (from CCOG)	<ul style="list-style-type: none"> • Homework assignments • Exams
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> • OSHA 10 certification. • Workplace hazard/warning signs and labels. • Standard categories of hazardous materials. • Documentation used with hazardous materials, such as the MSDS. • Different levels of danger that exist with electrical shock. • Appropriate actions to take in the event of an electrical accident. • Situations under which static electricity may cause damage to electrical components (ESD - electrostatic discharge). • Practices for handling and working with electrical components, or electrical equipment that is sensitive to static electricity (ESD - electrostatic discharge). • Functions of the UL (Underwriters Laboratories), CSA (Canadian Standards Association), and VDE (Verband Deutscher Elektrotechniker) product testing/certification agencies. • Examples of product design characteristics for meeting product electrical safety requirements.

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	This course is an expansion of EET 188 with the inclusion of OSHA 10 training. PCC does not wish to add the OSHA training at this time.
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Name of certificate(s):	Renewable Energy Technology	# credit: 52
Name of degree(s):	Renewable Energy Technology	# credit: 96
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 for degree and certificate.	

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

Section #3 Additional Information for new CTE courses

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

Impact on other Programs and Departments

Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
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Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
---	----

Identify and consult with 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	PCC SAC Chair was consulted regarding the revision of EET 188 to include the OSHA 10 content; however, it was decided not to do so at this time. The chair supports CGCC in the development of this independent RET course.
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Is there any potential impact on another department of campus?

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
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reached	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall, 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
CGCC Department Chair	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	3-22-12
CGCC Department Director	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	3-22-12
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Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	CHLA	Submitter name	Doris Werkman
		Phone	X7086
		Email	dwerkman@pcc.edu
Current prefix and number	CHLA 201	Proposed prefix and number	
Current course title	Intro Chicano/Latino Studies 1	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces Chicano/Latino history in the United States beginning with Spanish colonization and continuing with the Mexican-American War and the migration of Chicanos/Latinos. Covers the events that shaped the Chicano/Latino experience,	

such as the Bracero Program, the Chicano Movement, and U.S. foreign policy in Latin America.	
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Reason for change	Please retain Audit option.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Identify and discuss significant events that shaped the history of the Chicano(a)/Latino(a) experience. Place significant events that shaped the history of the Chicano(a)/Latino(a) experience in context. Demonstrate increased knowledge of the experiences of Chicano(a)/Latino(a) peoples as residents and citizens in the United States. Demonstrate increased knowledge of the contributions made by Chicano(a)/Latino(a) peoples to American life. Exhibit increased ability to interact successfully with Chicano(a)/Latino(a) peoples. Demonstrate increased ability to apply course concepts. 	<ol style="list-style-type: none"> Articulate an understanding of key events that shaped the history of Chicano/Latino peoples and use critical thinking in order to evaluate historical events and their impact on Chicano/Latino peoples. Recognize the historical contributions of key Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity. Employ an understanding of the history of Chicano/Latino cultures as a guide to interact with Chicano/Latino peoples in personal and professional environments.

Reason for change	Written more correctly “out there” format, reflect more accurately outcomes of the course.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . None			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
James Harrison Please send email with signature pages to Jonathan Ortiz	jharriso@pcc.edu jonathan.ortiz15@pcc.edu	2/24/2012
SAC Administrative Liaison (type name)	Email	Date
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 – 4th floor.

Portland Community College

Course Revision

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

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

[Grade option change](#)

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

Section #1 General Information			
Department	CHLA	Submitter name	Doris Werkman
		Phone	X7086
		Email	dwerkman@pcc.edu
Current prefix and number	CHLA 202	Proposed prefix and number	
Current course title	Intro Chicano/Latino Studies II	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces Chicano/Latino social, political, and economic status in the United States. Includes an examination of the political and economic structure and organization and U.S. society and the status and class position of various Chicano/Latino groups.	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Identify and discuss significant events that shape the social, political, and economic status of Chicano(a)/Latino(a) peoples. Identify and place in context major factors that result in changes in the social, political, and economic status of Chicano(a)/Latino(a) groups and individuals; including the influence of jobs, cultural differences, education, and group identity. Demonstrate increased knowledge of the experiences of Chicano(a)/Latino(a) peoples as residents and citizens in the United States. Demonstrate increased knowledge of the contributions made by Chicano(a)/Latino(a) peoples to American life. Exhibit increased ability to interact successfully with Chicano(a)/Latino(a) peoples. Demonstrate increased ability to apply course concepts. 	<ol style="list-style-type: none"> Articulate an understanding of key events and factors that shaped the social, political, and economic status of Chicano/Latino peoples and use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples. Recognize the major factors that influenced changes in the social, political, and economic status of Chicano/Latino cultures in order to appreciate and evaluate Chicano/Latino diversity. Employ an understanding of current social issues related to the social, political, and economic status of Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples in personal and professional environments.

Reason for change	Written more correctly “out there” format, reflect more accurately outcomes of the course.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

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

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

Placement into: .

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

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

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

Placement into: .

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#). yes no

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

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

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
James Harrison Please send email with signature pages to Jonathan Ortiz	jharriso@pcc.edu jonathan.ortiz15@pcc.edu	2/24/2012

SAC Administrative Liaison (type name)	Email	Date
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 – 4th floor.

Portland Community College

Course Revision

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

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

[Grade option change](#)

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

Section #1 General Information			
Department	CHLA	Submitter name	Doris Werkman
		Phone	X7086
		Email	dwerkman@pcc.edu
Current prefix and number	CHLA 203	Proposed prefix and number	
Current course title	Intro Chicano/Latino Studies III	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the cultural heritage of Chicano/Latino people in the United States. Drawing on disciplines such as anthropology, folklore, literature, film , and linguistics, folk and popular culture, and the combination and integration of various	Introduces the cultural heritage of Chicano/Latino people in the United States. Draws on disciplines such as anthropology, folklore, literature, film, and linguistics, folk, and popular culture, and examines

traditions in Chicano/Latino communities, are examined.	the combination and integration of various traditions in Chicano/Latina communities.
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Reason for change	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Identify and discuss significant events and characteristics that distinguish the varied traditional, folk, and popular cultures of Chicano(a)/Latino(a) peoples. • Identify and place in context major factors that result in changes in the traditional, folk, and popular cultures of Chicano(a)/Latino(a) groups and individuals; including the influence of jobs, education, and social, economic, and political group identity. • Identify key Chicano(a)/Latino(a) personalities and the contributions they made/make to the cultural life of the United States. • Demonstrate increased knowledge of the experiences of Chicano(a)/Latino(a) peoples as residents and citizens in the United States. • Demonstrate increased knowledge of the contributions made by Chicano(a)/Latino(a) peoples to American life. • Exhibit increased ability to interact successfully with Chicano(a)/Latino(a) peoples. • Demonstrate increased ability to apply course concepts. 	<ol style="list-style-type: none"> 1. Articulate an understanding of key events and characteristics that distinguish the varied traditional, folk, and popular cultures of Chicano/Latino peoples and use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples. 2. Recognize the major factors that contributed to changes in the traditional, folk, and popular cultures of Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity. 3. Employ an understanding of traditions in Chicano/Latino communities as a guide to interact with Chicano/Latino peoples in personal and professional environments.

Reason for change	Written more correctly “out there” format, reflect more accurately outcomes of the course.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
James Harrison Please send email with signature pages to Jonathan Ortiz	jharriso@pcc.edu jonathan.ortiz15@pcc.edu	2/24/2012
SAC Administrative Liaison (type name)	Email	Date
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 check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	971-722-4039
		Email	amcnerth@pcc.edu
Current prefix and number	BI 200B	Proposed prefix and number	BI 200B
Current course title	Principles of Ecology: Field Biology	Proposed title (60 characters max)	Principles of Ecology: Field Biology
# Credits	4	Proposed transcript title (30 characters max)	Ecology: Field Biology
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduction to concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May	Introduces concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel. Prerequisites: WR 115, RD 115 and MTH 20

involve national or international travel. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.	or equivalent placement scores.
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Reason for change	Changed first sentence to begin with an active, present-tense verb and changed “prerequisites” to plural (was singular, but there is more than one prerequisite).
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site. B. Use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions. C. Analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science. D. Discover and investigate major themes in biology E. Apply biological principles and generalizations to novel problems F. Practice application of biological information in their lives (personal, work and career) G. Develop informed positions or opinions on contemporary issues H. Communicate effectively in verbal and written formats 	<ul style="list-style-type: none"> A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site. B. Use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions. C. Analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science. D. Discover and investigate major themes in biology E. Apply biological principles and generalizations to novel problems F. Practice application of biological information in their lives (personal, work and career) G. Develop informed positions or opinions on contemporary issues

Reason for change	Outcome H was removed to keep within the limit of 7 outcomes, and this outcome is a classroom-based skill and so doesn't belong as a course outcome.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Alexie McNerthney	amcnerth@pcc.edu	4/3/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	4/3/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Math, Science, Computer Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Alexie McNERthney	amcnerth@pcc.edu
SAC Chair	Name	E-mail Address
	Alexie Mcnerthney	amcnerth@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Alyson Lighthart	alyson.lighthart@pcc.edu

7. Complete the following Course Information:

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	BI 200B	Course Title:	Principles of Ecology: Field Biology
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Course Description:	Introduces concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.
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Course Outcomes:	<ul style="list-style-type: none"> A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site. B. Use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions. C. Analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science. D. Discover and investigate major themes in biology E. Apply biological principles and generalizations to novel problems F. Practice application of biological information in their lives (personal, work and career) G. Develop informed positions or opinions on contemporary issues
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8. Address PCC's General Education Philosophy Statement:

<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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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.
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A. Understanding of their culture and how it relates to other cultures.	Outcome F: Practice application of biological information in their lives (personal, work, and career). Students learn how plants and animals of a region are used to support industry (eg. Ecotourism), agriculture (eg. harvesting of local foodcrops), and lifestyles, which in turn shape the culture of a region. A comparison of the local Willamette Valley region with a tropical region, is an integral part of this course. Comparisons and contrasts of history and cultures are made, and are explained in part by differences in ecosystems that support such cultures. Students also develop informed
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	positions or opinions on contemporary issues (outcome G) about management of natural resources and conservation of biodiversity, and the cultural values placed on these. Contrasting values are explored at both the local and international level. International travel is often a component of this course, so students experience other cultures first-hand.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and/or their natural and technological environments.	Students appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site (Outcome A). This field ecology course requires students to carefully identify, using standard ecological practices, the plants, animals, and other organisms of an ecoregion such as a tropical forest or oak savannah. They conduct scientific studies of animal behavior, including interactions between different populations of organisms that are part of the same ecosystem. Understanding such relationships generates an overall understanding of how an ecosystem functions as a whole.
D. Ability to reason qualitatively and/or quantitatively.	Students use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions (outcome B). This is a significant part of this course. Utilization of the scientific method requires students to make careful observations, and to formulate specific questions and hypotheses that can be tested. Qualitative and quantitative data are collected and analyzed, and conclusions are drawn from experiment results. Successful design and execution of a scientific study requires understanding and practice of both inductive and deductive reasoning, and reasoning both qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	This field course is designed so that students are able to appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site (outcome A), and to use the scientific method for experimental design in the field (outcome B) and to discover and investigate major themes in biology (outcome D). All of these activities require students to conceptually organize their field experience and discern its biological meaning.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Students must practice application of biological information in their lives (outcome F) in this course. This includes evaluating biological issues such as conservation, and acting as a responsible citizen in our collective approach to such issues.

Science or Computer Science

Outcomes:

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

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

Criteria:

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

In addition:

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

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

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

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

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

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

Outcomes B and D above support this outcome by meeting criteria 1, 2 and 4a.
 B. use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions
 D. discover and investigate major themes in biology
 To successfully achieve these outcomes, students must meet Criteria 1: *Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.* Students must understand the scientific process, along with its inherent biases and limitations, to be able to successfully design their own research and understand its meaning. They also meet Criteria 2: *Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions.* Students must identify what is not known or understood about

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

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 105	Proposed prefix and number	GEO 105
Current course title	Introduction to Human Geography	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces key geographic themes of location, place, region, human-environment interaction, and mobility. Includes an examination of spatial patterns of topics such as language, religion, culture, population, cooperation and conflict, natural resources, migration, and political	Introduces key geographic themes of location, place, region, human-environment interaction, and mobility. Includes an examination of spatial patterns of topics such as language, religion, culture, population, cooperation and conflict, natural resources, migration, and political organization. Addresses these topics at varying

organization. All of these are addressed at varying scales and with respect to their influence on the global landscape. Special attention is given to current issues and events. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	scales and with respect to their influence on the global landscape. Focuses on current issues and events. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	Updating description to make language more consistent throughout.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world.</p> <p>Use discussions of human-environment interaction to better understand and respond to issues of climate change and resource scarcity.</p> <p>Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes.</p> <p>Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions</p>	<p>Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world.</p> <p>Analyze current human-environment interactions in order to more knowledgeably respond to global climate issues.</p> <p>Analyze historical and current religious, linguistic, and political landscapes in order to guide and influence engagement in increasingly diverse local, national, and international societies.</p>
Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 106	Proposed prefix and number	GEO 106
Current course title	Geography of the Developed World	Proposed title (60 characters max)	World Regional Geography
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	The distinction stated and implied between 'developed' and developing' worlds is increasingly inappropriate.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
An examination of world regions with developed industrial and service economies, including Europe, the United States, Canada, the former Soviet Union, Japan, Australia, and New Zealand. Topics include spatial patterns of economic development, resource use,	Examines the human, cultural, and environmental geographic issues that shape the world's regions. Includes information on spatial patterns of economic development, natural resource uses, international trade, population and migration, transportation, and cultural landscapes. Analyzes each region as part of the

international trade, population and migration, transportation, and urban landscapes. Each region is analyzed as part of the larger global community, with a specific emphasis on current issues and trends. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	larger global community, with a specific emphasis on current issues and trends. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	Updating description to make language more consistent throughout.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Become more aware of global issues of population growth and population decline by applying measures of fertility and mortality.</p> <p>Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal</p> <p>Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past.</p> <p>Explore his or her role in an increasingly globalized world, specifically as part of a technological, commerce-driven culture.</p>	<p>Discuss in an informed way how geographic concepts and theories explain current world events, world issues and daily events.</p> <p>Explore and reflect on one’s role and responsibilities in an increasingly globalized world, specifically as part of a technological, commerce-driven culture.</p> <p>Analyze human, cultural, and environmental processes that shape the world’s cultural regions in order to be an informed and active global citizen.</p>
Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

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

course number

title

description (include requisites)

outcomes

prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 107	Proposed prefix and number	GEO 107
Current course title	Geography of the Developing Worlds	Proposed title (60 characters max)	Geography of Global Issues
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	The distinction stated and implied between 'developed' and developing' worlds is increasingly inappropriate.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
An examination of world regions, including non-western cultures, with an undeveloped or developing industrial base including lower standards of living. Particular attention is given to Asia, Central and South America, and Africa. Topics include the spatial patterns of agriculture,	Examines human, cultural, and environmental geography placed in context with current issues of social, economic, and political globalization. Includes information on global spatial patterns of agriculture; industrial, post-industrial, and sustainable development; rural-to-urban migration; religious, political and resource

<p>industrial development, resource use, population and migration, religious and political conflict, and cultural landscapes. Each region is analyzed as part of the larger global community, with a specific emphasis on current issues and trends. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.</p>	<p>conflicts; and cultural landscapes. Uses regional examples to illustrate geographic concepts. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.</p>
<p>Reason for change</p>	<p>Updating description to make language more consistent throughout.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer.</p> <p>Link the growing economies of Asia, Latin America, and the Middle East to changes in the local and national economy.</p> <p>Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers.</p> <p>Engage in informed discussion and debate over current political, social, and economic events in developing areas of the world.</p>	<p>Use knowledge of global issues to be a more-informed consumer.</p> <p>Link changes in the local and national economy to the growth and changes in emerging economies around the globe.</p> <p>Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers.</p> <p>Engage in informed discussion and debate over current global political, social, and economic events.</p>
<p>Reason for change</p>	<p>Updating outcomes for re-submission to be included on the general education/discipline studies list.</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 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
<p align="center">Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>	
<p><input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores</p>	
<p><input type="checkbox"/> Placement into: .</p>	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name Phone Email	Christina Friedle X4072 Christina.friedle@pcc.edu
Current prefix and number	GEO 204	Proposed prefix and number	GEO 204
Current course title	Geography of Middle East	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

<p>COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.</p>	
<p>Current Description (required information for all course revisions. Include requisites)</p>	<p>Proposed Description (include requisites)</p>
<p>Examines the impacts of different physical and cultural factors in formation, development, and distribution patterns of human settlements, and studies the influence of religious beliefs as well as other cultural elements in the evolution of human landscapes and the quality of life within the region. Study the Middle East as a culturally diverse region (i.e. not a monolith) and learn about the dominant value systems held by different Middle Eastern societies. Among issues discussed in class are population issues, urbanization processes, traditionalism, modernity, male-female relations, feminism, democracy, and westernization. Audit available.</p>	<p>Examines the impacts of different physical and cultural factors on formation, development, and distribution patterns of human settlements. Examines the influence of religious beliefs as well as other cultural elements in the evolution of human landscapes and the quality of life within the region. Examines the Middle East as a culturally diverse region (i.e. not a monolith) and explores the dominant value systems held by different Middle Eastern societies. Focuses on population issues, urbanization processes, traditionalism, modernity, male-female relations, feminism, democracy, and westernization.</p>
<p>Reason for change</p>	<p>Updating description to make language more consistent throughout.</p>

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>Be more aware of humans’ relationship with the physical environment by analyzing how political and economic development in the Middle East has been influenced by accessibility to oil, water, and other natural resources.</p> <p>Be more informed and engaged American citizen by analyzing and understanding political and economic relationships between the United States and countries in the Middle East.</p> <p>Be more aware as to how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention.</p> <p>Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism.</p>	<p>Analyze changing political and economic relationships between the United States and countries in the Middle East in order to be a more informed and engaged American citizen.</p> <p>Debate and discuss, in a knowledgeable way, how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention.</p> <p>Compare one’s own value system with those of Middle Easterners.</p>

Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

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

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

Please provide details, who was contacted and the resolution.

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

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

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

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012
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Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 206	Proposed prefix and number	GEO 206
Current course title	Geography of Oregon	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Delineates the major cultural and physical divisions within Oregon, in order to better illustrate the state's significant diversity.	Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Delineates the major cultural and physical divisions within Oregon, in order to better understand the state's significant diversity. Emphasizes current issues and trends, and

Emphasis on current issues and trends, and the growth of Oregon is placed into context with regional and national growth patterns. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available	places the growth of Oregon into context with regional and national growth patterns. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available
Reason for change	Updating description to make language more consistent throughout.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Interpret selected Oregon cultural and physical regions at different points in history.</p> <p>Use the knowledge of Oregon’s physical environment to evaluate how its people have interacted with modern-day Oregon landscape.</p> <p>Evaluate how changing cultural, social, and economic characteristics of Oregon affect public policy, urban growth, and the physical environment.</p> <p>Be a more informed citizen with a better understanding of how Oregon’s economic development is being shaped by local, national, and even global factors giving students the information to become more educated consumers.</p> <p>Be involved with ongoing decisions about land use policy, urban growth, and economic development</p>	<p>Analyze how Oregonians interact with modern-day landscapes based on Oregon’s physical environment.</p> <p>Evaluate how changing cultural, social, and economic characteristics of Oregon effect public policy, urban growth, and the physical environment.</p> <p>Be a more educated consumer and more informed citizen through a deeper understanding of how Oregon’s economic development is being shaped by local, national, and even global factors.</p> <p>Participate in local decisions about land use policy, urban growth, and economic development.</p>
Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012
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Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 209	Proposed prefix and number	GEO 209
Current course title	Physical Geography: Weather and Climate	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the processes of the atmosphere, the distribution and character of climate types, climate change and humankind as a modifier of climate. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	No Change

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Use physical processes to explain patterns in the physical environment. Analyze physical patterns in terms of the processes that created them. Explain how Earth-Sun relationships affect Earth's physical processes and create physical patterns. Predict the consequences of a specific physical process operating on Earth's surface.	Use climate graphs, diagrams and maps to explain similarities and differences between climate types, and to explain how these climates change. Predict the effects of extreme weather phenomena on the physical environment. Create communities that are more eco-friendly based on an understanding of the science behind how humans may be contributing to global climate change.

Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

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

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

Please provide details, who was contacted and the resolution.

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

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012

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Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 221	Proposed prefix and number	GEO 221
Current course title	Field Geography: The Local Landscape	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Works with a community organization using field research methods in human geography and application of GIS to prepare cartographic presentation of community needs and resources. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Uses field research methods in human geography and applications of GIS Works to prepare cartographic presentation of community needs and resources while working directly with a community organization. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Demonstrate a set of basic geographical skills, concepts, values and modes of interpretation that will aide in understanding the changing world.</p> <p>Demonstrate an understanding of the rural and urban sectors of the local environment under study.</p> <p>Identify a number of problems related to human occupancy of the local area, such as those related to urban growth and agricultural changes.</p>	<p>Apply geographic concepts, research methods, and GIS to analyze issues of the local environment</p> <p>Produce maps that communicate a purpose and adhere to the principles of good map design</p> <p>Use direct observation and other data collection techniques to analyze issues of the local environment</p>

Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012

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Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 230	Proposed prefix and number	GEO 230
Current course title	Geography of Race and Ethnic Conflicts	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the issues of race and ethnicity and their interrelationships with contemporary global patterns of political factionalism, economic disparity, religious fervor and ethnic nationalism. Learn how these issues influence the processes of development for various countries (developed	Examines the issues of race and ethnicity and their interrelationships with contemporary global patterns of political factionalism, economic disparity, religious fervor and ethnic nationalism. Examines how these issues influence the processes of development for various countries (developed and developing) throughout the

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Take a global approach to the analysis of contemporary race and ethnic conflicts.</p> <p>Relate the history of cultural groups to the ethnic roots of current international conflicts.</p> <p>Relate issues of resource scarcity and development to current racial and ethnic conflicts.</p> <p>Compare their own value systems with those of other cultures and possibly confront their own ethnocentrism.</p> <p>Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.</p>	<p>Analyze contemporary race and ethnic conflicts (through the lens of the history of different cultural groups, resource scarcity and development) in order to serve the growing ethnic populations of the Northwest in a professional context.</p> <p>Compare one’s own value systems with those of other cultures.</p>

Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geography	Submitter name	Christina Friedle
		Phone	X4072
		Email	Christina.friedle@pcc.edu
Current prefix and number	GEO 265	Proposed prefix and number	GEO 265
Current course title	Introduction to GIS (Geographical Information Systems)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides a conceptual overview and hands-on experience using ArcView GIS software. Introduces basic principles of maps and map design and use ArcView GIS to create, edit, display, query and analyze geographic and tabular data and create maps and charts. An introduction to GPS is included. Prerequisite:	Provides a conceptual overview and hands-on experience using ArcGIS software. Introduces basic principles of maps and map design and uses ArcGIS to create, edit, display, query and analyze geographic and tabular data and to create maps and charts. Prerequisite: WR115, RD 115 and MTH 20 or equivalent placement

WR115, RD 115 and MTH 20 or equivalent placement test scores.	test scores.
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Reason for change	Updating description to make language more consistent throughout.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Demonstrate a basic understanding of map principles and map design.	Discuss in an informed way the techniques, terms and applications of GIS
Demonstrate an understanding of GIS/ArcView terminology.	Gather spatial information from various sources to include on a map
Demonstrate a basic understanding of the history of GIS.	Use GIS to analyze and visualize spatial data to gain new knowledge
Demonstrate a basic understanding of what GIS is and how it works.	Collect, display, query, and analyze spatial and tabular data
Demonstrate an understanding of the basics of ArcView GIS.	Produce maps that communicate a purpose and adhere to the principles of good map design

Reason for change	Updating outcomes for re-submission to be included on the general education/discipline studies list.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Christina Friedle	Christina.friedle@pcc.edu	April 5, 2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	April 5, 2012

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Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 105	Course Title:	Intro to Human Geography
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	GEO 105	Course Title:	Intro to Human Geography
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Course Description:	Introduces key geographic themes of location, place, region, human-environment interaction, and mobility. Includes an examination of spatial patterns of topics such as language, religion, culture, population, cooperation and conflict, natural resources, migration, and political organization. Addresses these topics at varying scales and with respect to their influence on the global landscape. Focuses on current issues and events.
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Course Outcomes:	<p>Upon successful completion of Geography 105 the student will be able to:</p> <ul style="list-style-type: none"> • Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world. • Analyze current human-environment interactions in order to more knowledgeably respond to global climate issues. • Analyze historical and current religious, linguistic, and political landscapes in order to guide and influence engagement in increasingly diverse local, national, and international societies.
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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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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. 	
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A. Understanding of their culture and how it relates to other cultures.	The world's languages are broken down into language families, which are then mapped to reveal very distinct linguistic patterns. Most students are surprised to learn that English, which is part of the Indo-European language family, is related to native languages spoken as far away as India and Bangladesh.
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	<p>The same types of maps are used to show the distribution of world religions. After looking at these maps, students learn how each religion is represented on the landscape, through places of worship, cemeteries, gardens, or any other religion-specific architecture. Students are then asked to compare those images with ones from the Pacific Northwest. This method of comparing and contrasting familiar with unfamiliar allows students to more fully understand their own culture, while still learning about and appreciating other cultures.</p>
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<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>Geography has been an important social science for thousands of years. The Greeks and Romans mapped other civilizations that were known to them. By doing so, they were able to determine how cultures in close proximity could influence each other. Later, geographers used migration maps to study the spread of language, religion, or political beliefs. In Geography 105, we explore the same topics. By learning how various religions, languages, or political ideologies are related, students gain a better understanding of world history - and in particular, how various cultures have contributed to the world as we see it today.</p> <p>Geography is also a scientific discipline. Climatology and mathematical mapmaking are both science-based, and both the history of climate change science and mapmaking are studied in Geography 105. By understanding how our knowledge of global climate issues has changed in the past few decades, students are able to engage in intelligent discussion about possible mitigation or adaptation strategies. Students study the history of mapmaking in order to see how our understanding of the world has changed through time, plus to reveal how different cultures had very different ideas about what the world looked like. These mapmaking efforts are compared to current computer-generated renderings of the Earth, which leads to further discussion about how technology can be a useful tool for learning about cultures at any scale: local, national, or global.</p>
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<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Students analyze and discuss the global distribution of arable land, fresh water, and fossil fuels, with an emphasis on how the availability of these resources affects development of a particular place or region.</p> <p>By looking at past instances of resource shortage, students are asked to consider how their personal habits would change if a similar scenario arises in the near future. This helps students confront their own reliance on technology and non-renewable resources.</p>
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<p>D. Ability to reason qualitatively and/or quantitatively.</p>	
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<p>E. Ability to conceptually organize experience and discern its meaning.</p>	
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<p>F. Aesthetic and artistic values.</p>	
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<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Resource use is discussed in conjunction with public policy decisions regarding our natural environment. Students are able to see how local, state, and federal policies have greatly affected the natural landscape. The necessity of such actions is discussed in detail; for instance, would it be possible for Portland to exist without an extensive dam and flood control network, or a long history of logging to support our economy? Students are encouraged to become more politically aware, as their participation will help influence how development occurs in the future.</p> <p>As a discipline, geography is especially concerned with understanding the relationships that exist between individuals, cultures, and/or humans and the physical environment. The more knowledge that students possess about people or places that are different from them, the less likely they are to exhibit prejudices or make uninformed decisions. This makes them more socially aware and responsible citizens.</p>
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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.*

Gen Ed Social Science Outcome: Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Applicable GEO 105 Course Outcomes:

- Analyze historical and current religious, linguistic, and political landscapes in order to guide and influence engagement in increasingly diverse local, national, and international societies.
- Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world.

Gen Ed Social Science Outcome: Apply analytical skills to social phenomena in order to understand human behavior

Applicable GEO 105 Course Outcomes:

- Analyze current human-environment interactions in order to more knowledgeably respond to global climate issues.

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

<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**</p>	<p>Geographic analysis of religion, language, and political regions highlight differing viewpoints towards the role of many groups, including women and cultural minorities.</p> <p>Environmental degradation is often caused by pro-industry laws passed by local, state, or national governments. These laws may or may not reflect prevailing public opinion. An analysis of these laws (or, in some cases, the lack of any such laws) allows students to understand the relationship between individuals, industries, and the societies both operate as a part of.</p> <p>Students are asked to read and analyze past legislation that had a significant impact on environmental policy in the United States, such as the Clean Air Act. The long-term effects of these laws are considered, especially as we deal with continuing issues of environmental degradation and climate change.</p> <p>Analysis of western vs. eastern viewpoints of nature shows differences in policy regarding environmental and social issues. The overlap of western and eastern viewpoints is discussed in reference to the current environmental and social situation in countries such as China.</p>
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<p>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”?**</p>	<p>The views that many students have towards other cultures or environmental issues is often shaped by incomplete or misleading information. By simply learning more about other cultures and the physical world we live in, students are able to make more informed and rational decisions about their place in the world. In addition, when students learn more about different cultures or physical regions, they are more likely to treat those people or areas with respect and understanding.</p>
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 106	Course Title:	World Regional Geography
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	GEO 106	Course Title:	World Regional Geography
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Course Description:	Examines the human, cultural, and environmental geographic issues that shape the world's regions. Includes information on spatial patterns of economic development, natural resource uses, international trade, population and migration, transportation, and cultural landscapes. Analyzes each region as part of the larger global community, with a specific emphasis on current issues and trends. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.
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Course Outcomes:	<p>Upon successful completion of Geography 106 the student will be able to:</p> <ul style="list-style-type: none"> • Discuss in an informed way how geographic concepts and theories explain current world events, world issues and daily events. • Explore and reflect on one's role and responsibilities in an increasingly globalized world, specifically as part of a technological, commerce-driven culture. • Analyze human, cultural, and environmental processes that shape the world's cultural regions in order to be an informed and active global citizen.
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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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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. 	
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A. Understanding of their culture and how it relates to other cultures.	By studying the distribution of ethnic groups in the United States and beyond, students are able to both recognize and appreciate cultural differences as they appear on the landscape.
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	<p>Globalization allows for increasing communication and interaction between cultures in many parts of the world. Students are encouraged to consider how “American” culture has influenced people in other parts of the world, and how their own experiences are shaped by non-American 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>The United States has been shaped by numerous eras of immigration, each originating from a different region of the world. Historical analysis of these eras gives students the skills to be able to explain modern-day landscapes, be they agricultural, residential, or commercial.</p> <p>Folk cultures have influenced the development of religion, architecture, and way of life in many parts of the world. Each culture has something unique to contribute to the human story; students are encouraged to become more aware of these contributions through the study of folk music, folk religion, and folk architecture.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Students are encouraged to explore their ancestral background, especially in relation to the eras of immigration discussed in class. When possible, their stories are incorporated into class discussions of immigration and ethnic geography.</p> <p>The growth of suburban areas in the past sixty years has significantly altered our local environment. In addition, the development of technology has allowed for greater ease of travel, lower-density urban areas, and the abandonment of building structures in harmony with nature. By looking at recent developments in urban design and layout, students are able to recognize how the human/environment relationship continues to change.</p> <p>As we live in a part of the world known for its environmentalism, students are encouraged to study alternate viewpoints to the current prevailing attitudes towards urban development. In particular, a number of alternative planning methods are discussed, most of which focus on building communities that focus on lessening humans’ ecological footprint.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>A number of mathematical equations exist that attempt to model human population as it changes through time. By comparing these numerical models, students are able to predict future population trends, both in the developed and developing world. These predictions are then analyzed to determine what additional technology may be needed in order to accommodate future population growth.</p> <p>City models, both past and present, are critiqued to determine whether they accurately portray the layout of residential, commercial, and industrial sectors of cities in the developed world.</p> <p>As with all geography classes, students are encouraged to learn by exploring cause-and-effect relationships, rather than simply memorizing lists of facts.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	

F. Aesthetic and artistic values.	
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G. Understanding of the ethical and social requirements of responsible citizenship.	<p>Rapid population growth worldwide has led to an increasing strain on resources, at the local, regional, and even global level. In the population section, students consider their role as a younger generation living in a world that will continue to see more people competing for fewer resources.</p> <p>Students are encouraged to become involved with local land policy issues, especially considering expansion/maintenance of the Urban Growth Boundary, which many students live near or just outside. As they become involved in the planning process, students can use their class knowledge to make informed and rational arguments regarding future land policy decisions.</p>
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Social Sciences

Outcomes:
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • 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:
<p>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:</p> <ol style="list-style-type: none"> 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.

<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p><u>Gen Ed Social Science Outcome:</u> Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</p> <p><u>Applicable GEO 106 Course Outcomes:</u></p> <ul style="list-style-type: none"> • Discuss in an informed way how geographic concepts and theories explain current world events, world issues and daily events. • Explore and reflect on one's role and responsibilities in an increasingly globalized world, specifically as part of a technological, commerce-driven culture.
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	<p><u>Gen Ed Social Science Outcome:</u> Apply analytical skills to social phenomena in order to understand human behavior</p> <p><u>Applicable GEO 106 Course Outcomes:</u></p> <ul style="list-style-type: none"> Analyze human, cultural, and environmental processes that shape the world's cultural regions in order to be an informed and active global citizen.
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***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**</p>	<p>Historical and geographical analysis of immigration to the United States highlights the difficulties many groups have faced with discrimination; these events can be related to modern-day discussions of immigration policy and cultural attitudes to both legal and illegal immigrants.</p> <p>A survey of most cities reveals significant divides between the location of ethnic, socio-economic, and racial groups. By studying urban history and city planning policies, students are able to understand the reasons for these differences and place them in a broader historical context.</p>
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<p>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”?**</p>	<p>Most students are unaware of the extent of cultural, economic, and social diversity that exist at all geographic levels (local, regional, and global). Comparing our culture to others allows us to understand how what we value as a culture might be quite different than what another culture values.</p> <p>Individuals certainly have the capability to shape the environment in which they live. Although much of Geography 106 involves the study of large-scale phenomenon (cities, ethnic groups, world population, etc.), we also look at how personal experiences can influence how somebody views the world, and how two people can interpret the same landscape very differently. This is especially important as we consider how to solve current problems, such as urban sprawl, illegal immigration, and the decline of folk cultures around the world.</p>
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Social Science General Education/Discipline Studies List Request Form

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

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

Note:

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[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 204	Course Title:	Geography of the Middle East
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	GEO 204	Course Title:	Geography of the Middle East
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Course Description:	Examines the impacts of different physical and cultural factors on formation, development, and distribution patterns of human settlements. Examines the influence of religious beliefs as well as other cultural elements in the evolution of human landscapes and the quality of life within the region. Examines the Middle East as a culturally diverse region (i.e. not a monolith) and explores the dominant value systems held by different Middle Eastern societies. Focuses on population issues, urbanization processes, traditionalism, modernity, male-female relations, feminism, democracy, and westernization.
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Course Outcomes:	<p>Upon successful completion of Geography 204 the student will be able to:</p> <ul style="list-style-type: none"> • Compare one's own value system with those of Middle Easterners. • Analyze changing political and economic relationships between the United States and countries in the Middle East in order to be a more informed and engaged American citizen. • Debate and discuss, in a knowledgeable way, how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention.

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> <ol 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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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> <ol 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. 	
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<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>By studying the distribution of ethnic groups, religions, and languages in the Middle East, students are able to both recognize and appreciate cultural differences as they appear on the landscape.</p> <p>The religious culture of several Middle Eastern countries is compared and contrasted with secular American culture, with a focus on how religion plays an important role in law, family relations, and public society.</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>There are a number of places in the Middle East where minority cultures are prevented from practicing their culture openly (e.g. Kurds in Turkey). Studying the history of the area gives students the opportunity to identify with the Kurdish population, as well as understand why some countries have pursued a strict assimilation policy.</p> <p>The role of women in Middle Eastern society is a topic that draws much scrutiny from the outside world. Some Middle Eastern countries have quite progressive views of a woman's role in society; these countries are compared with others, where women's rights are almost non-existent.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Development in the Middle East would not be possible were it not for advanced irrigation, desalination, and transportation technology. Students are encouraged to consider their own reliance on technology in their day-to-day life, especially considering how quickly technology has changed in the past decade or so.</p> <p>The technological inputs that make the Middle East inhabitable also dramatically alter the natural environment. In Dubai for example, artificial islands are created, massive irrigation projects are constructed, and super-tall skyscrapers are built. Questions of sustainability have been raised but are usually ignored in the context of Middle Eastern development. Students are asked to explore the potential long-term environmental effects of development in this part of the world.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</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>Many Middle Eastern countries have large youth populations that are increasingly unhappy with their inability to effect change within their country. Students are encouraged to take full advantage of the opportunities they have to vote and actively participate in politics, which is something that many in the Middle East only wish they had.</p> <p>Students are encouraged to be more engaged in thinking about our relationships with certain countries in the Middle East. This includes considering their use of resources that come from countries with abysmal</p>

	human rights records, as well as being more aware of the condition of women, minorities, and foreign workers in other parts of the world. This will lead students to become more informed and engaged consumers.
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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.*

Gen Ed Social Science Outcome: Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Applicable GEO 204 Course Outcomes:

- Compare one's own value system with those of Middle Easterners.
- Debate and discuss, in a knowledgeable way, how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention.

Gen Ed Social Science Outcome: Apply analytical skills to social phenomena in order to understand human behavior

Applicable GEO 204 Course Outcomes:

- Analyze changing political and economic relationships between the United States and countries in the Middle East in order to be a more informed and engaged American citizen.

***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”?***

Many students have misconceptions of cultural groups in the Middle East due to personal or media biases. This course analyzes the historical, cultural, and religious background of people in the Middle East, in order to allow students a more complete understanding of why governments and individuals in the Middle East often speak in terms unfamiliar to Americans.

These biases are placed into context with discussions of U.S.-Middle Eastern relations, including a historical analysis of how political leaders have often attempted to accentuate the differences between groups. By doing this, students are able to understand why certain leaders in the Middle East have been actively antagonistic towards another cultural group, or (sometimes) the United States and Europe.

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”?**	<p>The Middle East is often presented as a region where the cultures, religions, and political situations are completely different than that of the United States. While there is some truth to this statement, students learn that there are also a number of similarities, especially when comparing the youth of the Middle East to the youth of the United States. Students are encouraged to explore these connections further by conducting more research into the vast diversity of Middle Eastern cultures.</p> <p>Middle Eastern culture is often presented as monolithic. As mentioned above, students learn that there is actually a tremendous amount of diversity that exists. By identifying and appreciating diversity in other parts of the world (that are often seen as non-diverse), students are more easily able to recognize and encourage diversity in their own communities.</p>
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Social Science General Education/Discipline Studies List Request Form

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

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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
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 206	Course Title:	Geography of Oregon
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	GEO 206	Course Title:	Geography of Oregon
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Course Description:	Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Delineates the major cultural and physical divisions within Oregon, in order to better understand the state's significant diversity. Emphasizes current issues and trends, and places the growth of Oregon into context with regional and national growth patterns.
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Course Outcomes:	<p>Upon successful completion of Geography 206 the student will be able to:</p> <ul style="list-style-type: none"> • Participate in local decisions about land use policy, urban growth, and economic development. • Analyze how Oregonians interact with modern-day landscapes based on Oregon's physical environment. • Evaluate how changing cultural, social, and economic characteristics of Oregon effect public policy, urban growth, and the physical environment. • Be a more educated consumer and more informed citizen through a deeper understanding of how Oregon's economic development is being shaped by local, national, and even global factors.

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> <ol 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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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> <ol 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.
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<p>A. Understanding of their culture and how it relates to 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>The history of Oregon involves places and people that exist far beyond the current state borders. To understand Oregon in its current state, we must study the history and movement of numerous different cultures, from very early Native American settlement to very recent immigration from parts of Latin America and Asia. Students are encouraged to research their own family's arrival into Oregon, thus linking their personal perspective to a more global view of the state.</p> <p>Students learn about and discuss the reputation of Oregonians as "trendsetters," especially with regards to forward-thinking urban planning, gender and religious equality, and more compassionate attitudes towards the homeless, sick, and suffering. The evolution of these attitudes is difficult to explain without a thorough understanding of Oregon history, as well as a more complete picture of the type of immigrants (both internal and international) that have been drawn to this area.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Oregonians continue to rely on the natural environment for sustenance, employment, and recreation. Because of the state's unique climate, Oregon is home to a number of crops that are grown in only a few other locales. Although agriculture is less significant to our economy than it once was, it is still vitally important. As more Oregonians become interested in purchasing locally-grown food, the state of our environment will continue to be extremely important.</p> <p>Technology has allowed for rapid growth and development in the last few decades. Freeways have allowed Portland's suburbs to grow exponentially in the last forty years. From an economic perspective, Oregon is home to a number of high-tech companies that employ thousands of people in fields such as semiconductor technology, renewable energy, and computer graphics. A number of students that take the Geography of Oregon will likely one day be employed by an Oregon-based company. Therefore, it is essential that students achieve an understanding of our past, present, and potential future technological environment.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>Qualitative reasoning is used extensively to compare past and present landscapes. Students are presented with a series of images that show life in 1800s Oregon. These images are then compared with similar images of modern-day Oregon, and students are asked to explain and interpret differences. (For example, a pair of slides compares a section of the Columbia Gorge in 1870 to that of today.) It is quite easy to identify what the differences are, but students must use logic to explain why the images are different, and also why those differences are important.</p> <p>Quantitative reasoning is used when analyzing demographic and economic data. Oregon has not grown uniformly, and various regions of the state exhibit quite different patterns when considering population and economic growth (or decline). Comparing data across regions allow students to better understand how the state has changed in recent years, and also help with predicting future trends.</p>

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>Students are asked to complete a project that analyzes current events in an Oregon town that is not in the Portland area. Students are often unaware of issues that face towns elsewhere in the state; issues such as rural population loss, erosion and land degradation in farming areas, and a lack of adequate health care or social services. By completing this project, students are able to think beyond their own local environment and become a more informed and aware citizen of Oregon (and the world, since these issues are also global in nature).</p> <p>Students are encouraged to become involved with local land policy issues, especially considering expansion/maintenance of the Urban Growth Boundary, which many students live near or just outside. As they become involved in the planning process, students can use their class knowledge to make informed and rational arguments regarding future land policy decisions.</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.*

Gen Ed Social Science Outcome: Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Applicable GEO 206 Course Outcomes:

- Participate in local decisions about land use policy, urban growth, and economic development.
- Be a more educated consumer and more informed citizen through a deeper understanding of how Oregon's economic development is being shaped by local, national, and even global factors.

	<p><u>Gen Ed Social Science Outcome:</u> Apply analytical skills to social phenomena in order to understand human behavior</p> <p><u>Applicable GEO 206 Course Outcomes:</u></p> <ul style="list-style-type: none"> Analyze how Oregonians interact with modern-day landscapes based on Oregon’s physical environment. Evaluate how changing cultural, social, and economic characteristics of Oregon effect public policy, urban growth, and the physical environment.
<p>*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.</p>	

<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?*</p>	<p>Every cultural group that immigrated to Oregon left its own imprint on the landscape; some have long since disappeared, but others are still quite visible. Students are encouraged to ask questions about what they see on the Oregon landscape. For example, the layout and distribution of churches, farms, factories, homes, and civic buildings can reveal not only how certain cultures lived, but what they valued.</p> <p>This analysis of the built landscape also gives students the ability to study how the state is changing over time. Many students who live near PCC-Rock Creek have seen their local environment altered dramatically over the past several years. Students are asked to make note of the changes that they are seeing, and be able to explain these changes in historical and societal context.</p>
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<p>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”?*</p>	<p>Oregon continues to attract immigrants from all over the United States and the world. Students become more aware of cultural diversity issues once they understand who these groups are, what conditions they come from, and why they have resettled to Oregon. These current waves of migration are compared to earlier periods, to see how attitudes and policies towards immigration have changed.</p> <p>This includes discussions of how land use policy is changing to accommodate the population influx. A number of competing interests are considered, including agriculture and development, and industry and environment. Students read and interpret policy documents relating to the Urban Growth Boundary and current discussion of planning Oregon’s growth to the year 2040 and beyond.</p>
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Social Science General Education/Discipline Studies List Request Form

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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](#)

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Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 209	Course Title:	Physical Geography: Weather and Climate
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	GEO 209	Course Title:	Physical Geography: Weather and Climate
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Course Description:	Examines the processes of the atmosphere, the distribution and character of climate types, climate change and humankind as a modifier of climate.
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Course Outcomes:	<p>Upon successful completion of Geography 209 the student will be able to:</p> <ul style="list-style-type: none"> • Predict the effects of extreme weather phenomena on the physical environment. • Use climate graphs, diagrams and maps to explain similarities and differences between climate types, and to explain how these climates change. • Create communities that are more eco-friendly based on an understanding of the science behind how humans may be contributing to global climate change.
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	As a discipline, geography is especially concerned with understanding the relationships that exist between individuals, cultures, and/or humans and the physical environment. The more knowledge that students possess about people or places that are different from them, the less likely they are to exhibit prejudices or make uninformed decisions. This course deals with weather and climate issues both in North America and around the world. Special attention is paid to looking at the potential local, national, and global consequences of climate change – and how culture may or may not influence reactions to this global issue.
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<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>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Physical geographers look at the spatial distribution of various features in the natural environment, including vegetation, climate, soils, rocks and minerals. Weather and climate studies are considered a branch of physical geography. Students explore both the processes behind day-to-day conditions (weather) as well as long-term trends (climate). The geographic component of weather and climate is explaining why certain places have the patterns that they do.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>Physical geographers aim to explain <u>why</u> certain places have the patterns that they do. Students use both quantitative and qualitative approaches to: analyze the ocean circulation system and the way it affects climate; examine climate graphs for selected places in order to suggest reasons for similarities and differences in climates; use diagrams and maps to describe ways in which the Sun's position with respect to Earth affects the horizontal and vertical distribution of energy on Earth; examine how annual changes in Earth-Sun relationships affect patterns of monsoon rainfall and the frequency of other weather phenomena. It is quite easy to identify and describe the differences in all of these areas, but students must use logic to explain <u>why</u> the differences exist and why they are important.</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>A significant portion of this course is spent on an environmental component. There is a general consensus among scientists that humans are largely responsible for the (relatively) recent warming of the planet. Students explore the science behind how humans might be contributing to global climate change and examine how we can create communities and societies that are more eco-friendly. Within this context students explore the ethical and social requirements of responsible citizenship.</p>

Social Sciences

Outcomes:

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Criteria:

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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.*	<p><u>Applicable GEO 209 Course Outcomes:</u></p> <ul style="list-style-type: none"> • Use climate graphs, diagrams and maps to explain similarities and differences between climate types, and to explain how these climates change. • Create communities that are more eco-friendly based on an understanding of the science behind how humans may be contributing to global climate change.
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***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”?**	By studying global weather and climate issues, students are able to consider the impact of their own individual actions on the environment – both locally and globally. Through a better understanding of the science behind how humans are impacting the physical environment, they can identify the challenges and limitations of achieving environmental sustainability and applying sustainability to their personal life.
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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”?**	<p>The views that many students have towards environmental issues are often shaped by incomplete or misleading information. By simply learning more about the physical world we live in, students are able to make more informed and rational decisions about their place in the world.</p> <p>Individuals certainly have the capability to shape the environment in which they live. Although much of Geography 209 deals primarily with weather and climate issues, the course also looks at the potential local, national, and global consequences of climate change, and perhaps most importantly, at what can we (individually and as a collection of culturally diverse societies) do about this.</p>
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Social Science General Education/Discipline Studies List Request Form

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[General Education Request Information](#)

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Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 221	Course Title:	Field Geography: The Local Landscape
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	GEO 221	Course Title:	Field Geography: The Local Landscape
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Course Description:	Uses field research methods in human geography and applications of GIS to prepare cartographic presentation of community needs and resources while working directly with a community organization.
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Course Outcomes:	<p>Upon successful completion of Geography 221 the student will be able to:</p> <ul style="list-style-type: none"> • Apply geographic concepts, research methods, and GIS to analyze issues of the local environment • Produce maps that communicate a purpose and adhere to the principles of good map design • Use direct observation and other data collection techniques to analyze issues of the local environment

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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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. 	
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A. Understanding of their culture and how it relates to other cultures.	<p>By studying maps, students are exposed to various physical and cultural features around the world. GIS & mapping allows for analyzing and communicating information about any given place. Students complete various assignments that require them to map and analyze a variety of features of their own local community. This leads to a better understanding of the subtle (and sometimes not so subtle) cultural differences that exist within a larger culture – i.e. what are the similarities and differences between</p>
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	American Culture as a whole – and the cultures of their own local communities.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and/or their natural and technological environments.	<p>GIS, as a discipline is a technological environment. Students taking this course are immersed in learning geospatial technologies, which are complex and sophisticated. Students are consistently being challenged by new software programs, data files, and managing GIS data.</p> <p>Additionally, students are immersed in the local natural environment as they research and identify local community needs as part of mapping projects. They are asked to collect data using a variety of techniques (observation, interviewing, surveys, etc.) in order to better understand the issues of the local community and then to identify available resources to meet these needs.</p>
D. Ability to reason qualitatively and/or quantitatively.	<p>GIS and mapping is a way to analyze and work with both qualitative and quantitative data. Students are required to know the difference between the two in order to display data appropriately and create an effective map.</p> <p>In this course students are encouraged to learn by exploring cause-and-effect relationships. They work with a community organization to complete relevant mapping activities that explore relationships between two different variables.</p>
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>The hands-on, inquiry-based focus of this class allows students to apply geographic concepts in collaboration with a community partner. This partnership provides an opportunity for students to become familiar with a community organization and the issues they work on within the community.</p> <p>One example is a project where students worked with the Portland Community Reinvestment Initiative (PCRI) to collect data and map grocery prices in N/NE Portland. PCRI manages low-income housing throughout the area and was interested in accessibility of affordable foods to their tenants. Students created over 30 maps with information on transportation limitations, demographics, accessibility to various levels of affordable grocery stores, and proposed sites for new community gardens. PCRI uses the maps to apply for funding for future projects to improve access to healthy and affordable food for their tenants.</p>

	Working on this project gave students the opportunity to be a responsible citizen and participate in changing the inequities in food access for low-income residents.
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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:

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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.*

Applicable GEO 221 Course Outcomes:

- Apply geographic concepts, research methods, and GIS to analyze issues of the local environment
- Produce maps that communicate a purpose and adhere to the principles of good map design
- Use direct observation and other data collection techniques to analyze issues of the local environment

***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”?**

GIS and mapping provides endless opportunities for students to explore social, cultural, political, environmental, or economic issues of any given location(s). As long as the data exists, which is becoming more and more common, students can pursue a wide variety of ideas.

This course focuses on a project with a community partner to identify a local issue, create a research question, collect data, and analyze the data using GIS. The analysis of a local community issue allows student to get a better understanding of their society.

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”?**

To reference my previous example of the project on food accessibility to low-income residents, most students are unaware that issues such as these exist within their city. It is an eye opening experience to become deeply involved in a community issue and personally work towards change. Most of the issues we research in the course are focused on social or environmental inequities, which students may never have experienced or been aware of prior to the class. Bringing the awareness of these issues to students helps them understand the diversity of places and makes them grow as individuals.

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

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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:

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[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 230	Course Title:	Geography of Race & Ethnic Conflicts
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	GEO 230	Course Title:	Geography of Race & Ethnic Conflicts
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Course Description:	Examines the issues of race and ethnicity and their interrelationships with contemporary global patterns of political factionalism, economic disparity, religious fervor and ethnic nationalism. Examines how these issues influence the processes of development for various countries (developed and developing) throughout the world.
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Course Outcomes:	<p>Upon successful completion of Geography 230 the student will be able to:</p> <ul style="list-style-type: none"> • Analyze contemporary race and ethnic conflicts (through the lens of the history of different cultural groups, resource scarcity and development) in order to serve the growing ethnic populations of the Northwest in a professional context. • Compare one's own value systems with those of other 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> <ol 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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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> <ol 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. 	
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A. Understanding of their culture and how it relates to other cultures.	<p>Race and ethnic conflict is often caused by a misunderstanding of someone else's culture (or sometimes, one's own culture). By learning more about the root causes of ethnic conflict, students can work to educate themselves about both their own cultures as well as cultures that are unfamiliar to them. The Pacific Northwest is becoming more diverse as years go by. Many new immigrant groups have encountered some degree of discrimination as they attempt to settle down in this part of the country. Again, students are encouraged to learn more about the beliefs and practices of other cultures.</p>
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	This knowledge is key to preventing conflict and achieving a broader understanding of how the world 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.	<p>Inter- and intra-cultural conflict is often caused by negative attitudes held towards different segments of the population. Studying the history of segregation, the women’s rights movement, and policies towards indigenous cultures allows students to see how attitudes have progressed over time (or in some cases, remained unchanged.)</p> <p>Students are encouraged to explore their own biases – in particular, to be able to identify where their ideas about other cultures came from, and whether they accurately represent the group in question. Biases towards certain people and cultures are often rooted in historical prejudices that have little or no basis in reality. By confronting these biases, students are able to adjust their personal perspective and become more informed about and tolerant of other cultures.</p>
C. Understanding of themselves and/or their natural and technological environments.	<p>Many racial and ethnic conflicts are not primarily about culture but rather about access to resources – this includes the situation in Darfur and (at least partly) the Rwandan Genocide. Technology has provided substantial increases in food production, but in some areas land or water are in short supply. Students are encouraged to consider how the natural environment still plays a significant role in settlement, cultural development, and conflict.</p> <p>American culture has also been heavily shaped by our reliance on nature and technology. Students are asked to consider their use of resources and technology and think about how conflicts could arise if access to one or both were ever restricted. As we are unaccustomed to thinking about shortages, going through this exercise helps us understand how and why conflicts can arise in other parts of the world.</p>
D. Ability to reason qualitatively and/or quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Racial and ethnic conflicts are not only found in remote areas of the world; there is still a great degree of discrimination within our country, and even within our community. Students look into local and regional examples of cultural conflict (for example, recent protests against Islamic groups) and learn about proper responses to those people who have a bias against a particular culture or religion.

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.*

Gen Ed Social Science Outcome: Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Applicable GEO 230 Course Outcomes:

- Analyze contemporary race and ethnic conflicts (through the lens of the history of different cultural groups, resource scarcity and development) in order to serve the growing ethnic populations of the Northwest in a professional context.
- Compare one's own value systems with those of other cultures.

***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”?**

Ethnic and racial conflict is often caused by differences (whether perceived or real) between cultural groups. These differences are placed in historical context so students can analyze reasons for (and possible solutions to) conflict in various parts of the world.

Conflict can also be rooted in competition over resources. Students analyze issues of development, resource use, and globalization to understand how conflicts can be affected by external economic forces, and how humans react when confronted with this competition.

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”?**

If we had a complete understanding of every single cultural group on Earth, the number of conflicts would likely be reduced dramatically. Conflict is often caused by misinformation, personal bias, and perceived injustices, whether historical or current. A greater understanding of world cultures will help students confront their own biases, and this knowledge will foster personal growth.

As the world becomes more interconnected and mobile, students will be confronted with more people, cultures, and practices that will likely be unfamiliar to them. However, by learning about and having an appreciation for the world's cultural diversity, students will likely approach new scenarios with a greater amount of enthusiasm.

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

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Chair	Name	E-mail Address
	Christina Friedle	Christina.friedle@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GEO 265	Course Title:	Introduction to GIS (Geographical Information Systems)
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	GEO 265	Course Title:	Introduction to GIS (Geographical Information Systems)
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Course Description:	Provides a conceptual overview and hands-on experience using ArcGIS software. Introduces basic principles of maps and map design and uses ArcGIS to create, edit, display, query and analyze geographic and tabular data and create maps and charts.
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Course Outcomes:	<p>Upon successful completion of Geography 265 the student will be able to:</p> <ul style="list-style-type: none"> • Discuss in an informed way the techniques, terms and applications of GIS • Gather spatial information from various sources to include on a map • Use GIS to analyze and visualize spatial data to gain new knowledge • Collect, display, query, and analyze spatial and tabular data • Produce maps that communicate a purpose and adhere to the principles of good map design
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	<p>By studying maps, students are exposed to various physical and cultural features around the world.</p> <p>GIS & mapping allows for analyzing and communicating information about any given place. Students complete various assignments that require them to map and analyze cultural features of place(s) including language, religion, ethnicity, population, and race, among others.</p>
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<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>	
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<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>GIS, as a discipline is a technological environment. Students taking this course are immersed in learning geospatial technologies, which are complex and sophisticated. Students are consistently being challenged by new software programs, data files, and managing GIS data.</p> <p>Additionally, students are encouraged to explore social or natural issues in which they are personally interested, as part of mapping projects. They are asked to find the necessary GIS data, conducting research via the Internet, and use GIS data and tools to create a map.</p>
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<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>GIS and mapping is a way to analyze and work with both qualitative and quantitative data. Students are required to know the difference between the two in order to display data appropriately and create an effective map.</p> <p>Students are encouraged to learn by exploring cause-and-effect relationships. Each mapping activity explores relationships between two different variables. For example, one activity asks students to look at Earthquakes in the U.S. They analyze the frequency and magnitude as it relates to location. Students explore other issues such as the impact of dams on anadromous fish or proximity of crime and parks.</p>
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<p>E. Ability to conceptually organize experience and discern its meaning.</p>	
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<p>F. Aesthetic and artistic values.</p>	<p>GIS includes the skills necessary to work with a technology, understand spatial concepts, and work with various data files. There is another component, which focuses on Cartography. Cartography is the art and science of displaying information or data. This course focuses on appropriate and creative map design, which allows students to explore their artistic side. Once students are introduced to map design concepts, every map that they produce is required to adhere to those principles. The class participates in a map critique to review and improve upon their cartographic style.</p>
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<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	
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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: <ol style="list-style-type: none"> 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.*	<p><u>Gen Ed Social Science Outcome:</u> Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</p> <p><u>Applicable GEO 265 Course Outcomes:</u></p> <ul style="list-style-type: none"> • Use GIS to analyze and visualize spatial data to gain new knowledge • Produce maps that communicate a purpose and adhere to the principles of good map design • Gather spatial information from various sources to include on a map • Discuss in an informed way the techniques, terms and applications of GIS <p><u>Gen Ed Social Science Outcome:</u> Apply analytical skills to social phenomena in order to understand human behavior</p> <p><u>Applicable GEO 265 Course Outcomes:</u></p> <ul style="list-style-type: none"> • Use GIS to analyze and visualize spatial data to gain new knowledge • Produce maps that communicate a purpose and adhere to the principles of good map design
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***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”?**	<p>GIS and mapping provides endless opportunities for students to explore social, cultural, political, environmental, or economic issues of any given location(s). As long as the data exists, which is becoming more and more common, students can pursue a wide variety of ideas.</p> <p>The final project in this course allows students to explore one cultural or environmental issue of their choice. This provides the opportunity to design a research question, collect data, map and analyze topics. Some examples include: Racial shifts in a neighborhood, city, state, or country; Population shifts over time; Dam removal and the affects on anadromous fish; Voting patterns; Economic patterns, global and local connections; Food deserts; and Healthy foods v. Fast food availability. Students present their methods and final maps to the class as a powerpoint presentation, as well as in a written document to the instructor.</p>
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How does the course enable a student to “apply knowledge and experience to foster personal growth and	<p>This class provides not just the concepts and theory behind GIS, but also a lab component where students apply their knowledge and skills to analyze data and create maps. Throughout the course students become more confident in their technical skills and mapping ability. They use their newly</p>
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better appreciate the diverse social world in which we live"?**

gained skills to volunteer with local organizations mapping out invasive species, tracking restoration efforts, or investigating racial and economic issues in Portland neighborhoods. The possibilities with applying GIS are unlimited. Depending on the students' background and interests, they use their GIS skills to explore community issues.

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

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 200	Proposed prefix and number	
Current course title	Principles of Economics: Introduction, Institutions & Philosophies	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
An introductory survey course covering six topic areas: basic economic concepts, microeconomics, macroeconomics, the history of economic ideas, international trade and a variety of economic issues. This course is recommended for students who desire a one	Covers six topic areas: basic economic concepts, microeconomics, macroeconomics, the history of economic ideas, international trade and a variety of economic issues. Recommended for students who desire a one term survey course. Recommend: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

term survey course. Recommend: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. It is also assumed that the student will have reading, writing, and mathematics skills appropriate to coursework at the freshman college level.	
Reason for change	Improve the 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
None.	1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Prepare to further their studies in Economics courses.
Reason for change	Improve learning outcomes.

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Justin A. Elardo	Justin.elardo@pcc.edu	04/16/2012
SAC Administrative Liaison (type name)	Email	Date

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

Portland Community College

Course Revision

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

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

[Grade option change](#)

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

Section #1 General Information			
Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 201	Proposed prefix and number	
Current course title	Principles of Economics: Microeconomics	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course is an introduction to the principles of microeconomics. It is intended to enhance the student's ability to recognize and analyze economic problems in the United States. Students study the American microeconomic system, which includes a familiarization with	Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies.

<p>the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies. EC201 and EC202 together constitute the two term transfer sequence. Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. It is also assumed that the student will have reading, writing, and mathematics skills appropriate to coursework at the freshman college level.</p>	<p>Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p>
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Reason for change	Improve the current description.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
None.	<ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Understand market structures and market power. 5. Prepare to further their studies in Economics courses.

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Justin A. Elardo	Justin.elardo@pcc.edu	04/16/2012
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 202	Proposed prefix and number	
Current course title	Principles of Economics: Macroeconomics	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course covers the overall economy. It includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: MTH 95 and EC 201.	Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: MTH 95 and EC 201. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	Improve the 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
None.	<ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Make rational decisions based on rudimentary marginal analyses. 6. Prepare to further their studies in Economics courses.
Reason for change	Improve learning outcomes.

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Justin A. Elardo	Justin.elardo@pcc.edu	04/16/2012
SAC Administrative Liaison (type name)	Email	Date

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

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	EC 200	Course Title:	Principles of Economics: Introduction, Institutions & Philosophies
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	EC 200	Course Title:	Principles of Economics: Introduction, Institutions & Philosophies
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Course Description:	Covers six topic areas: basic economic concepts, microeconomics, macroeconomics, the history of economic ideas, international trade and a variety of economic issues. Recommended for students who desire a one term survey course.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Prepare to further their studies in Economics courses.
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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> <ol 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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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> <ol 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. 	
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<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Prepare to further their studies in Economics courses. <p>In this course students are introduced to the manner in which different cultures deal with scarcity by delineating the differing economic systems such as hunter/gatherer, slave based, feudal, planned capitalism, planned socialism, market capitalism and market socialism. This includes a discussion of the history as well as presence of these differing systems in</p>
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	<p>other nations and the economic interactions among nations when engaging in international trade. Students examine cultural influences on academic economic thought as well as their own economic choices and beliefs as they learn about institutional economics, Keynesian economics and welfare economics.</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>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Prepare to further their studies in Economics courses. <p>Students examine the evolution of the various economic systems from medieval Europe to the present. The contributions of Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, Thorstein Veblen, John M. Keynes and Alfred Marshall are presented to demonstrate the evolution of economic thought. The evolving role of government in the economy is examined. Students learn about the evolution of economic classes and the changing nature of the roles that individuals fulfill in the economy.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 2. Prepare to further their studies in Economics courses. <p>In the EC 200: Introduction to Economics course, through the exploration of economic history, students are exposed to idea that productive technology has changed and evolved in such a manner as to change the very way in which human beings live and conduct their lives. For example, students may learn that changes in crop rotation or the development of the four wheeled wagon played an integral part in altering the productive lives of members of western European feudal society. As such, students gain a sense of perspective as to how their contemporary lives have been impacted by technological change. In particular, students come to recognize that technological change can be transformative, enhancing economic productivity and, subsequently, necessitating the development of institutions to allocate and distribute growing productive output.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Make rational decisions based on rudimentary marginal analyses. 3. Prepare to further their studies in Economics courses. <p>In Introduction to Economics students are introduced to both micro and macroeconomic models of the economy as well as methods of measurement of major macroeconomic variable such as the unemployment rate, national income, and price indices. Students will be able to recognize the relationships between income and expenditure flows in the economy and to</p>

	<p>qualitatively analyze the relationships between the major components of the economy such as firms, households and the government. Students learn to quantitatively analyze the monetary flows between them that constitute national income. Students are also introduced to microeconomic models that enable them to qualitatively describe changes in prices and output levels in individual markets based on changes in supply and demand.</p>
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<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Prepare to further their studies in Economics courses. <p>As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 200: Introduction to Economics course, many already have preconceived notions of how the economic system functions. By surveying the history of economic systems, the history of ideas in economics, as well as micro and macroeconomic topics, students have an opportunity to organize their thoughts about economic issues through the lens of economic theory. As such, EC 200: Introduction to Economics better empowers students to understand their own experiences with the economy and society. Additionally, students have an opportunity to compare and contrast their own experiences within the economic system in which they live to the economic conditions and circumstances of other economic systems.</p>
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<p>F. Aesthetic and artistic values.</p>	
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<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Prepare to further their studies in Economics courses. <p>Economics is a social science that deals with scarcity and choice. As a discipline, it is concerned not only with bread and butter issues such as prices, costs, profits, wages, taxes; but also with social issues like the environment, education, crime, transportation, housing, and income/wealth distribution among others.</p> <p>Introduction to Economics, like most economic courses, deals with the inevitable questions of: what to produce, how to produce, and for whom to produce. The EC 200: Introduction to Economics course, unlike other economics courses, seeks to address the three primary economic questions through the exploration of the historic evolution of economic systems. A</p>
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	<p>component of the EC 200: Introduction to Economics course is devoted to describing the ways in which economic systems other than the contemporary market system solve the three primary economic questions. Students are exposed to, or potentially exposed to, the economics of hunter/gatherer, small scale agricultural, slave based, and feudal economic systems. Because EC 200: Introduction to Economics also discusses issues associated with contemporary microeconomics and macroeconomics, through the historic exploration of the three basic economic questions, students have an opportunity to compare and contrast the ethical and social consequences of both private and public choices made in contemporary society as well as with those of past societies.</p> <p>Much like any economics course, EC 200: Introduction to Economics also enables the student to better understand what they are reading or listening to from the media about the economy. EC 200: Introduction to Economics introduces students to a wide array of different economic ideas such that students are more informed about economic ideas and, therefore, more likely to be responsible citizens who are able to better engage in critically as well as participate in the political process as a citizen.</p>
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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. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analyses.
4. Prepare to further their studies in Economics courses.

***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”?***

1. Students will be able apply their knowledge of choice-making human behavior and make rational decisions to foster personal growth.
2. Students will be able to use their analytical skills and knowledge to understand the social world around them, and to effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of diverse economic systems, institutions, and ideologies.

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<p>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”?**</p>	<ol style="list-style-type: none"> 1. Students will develop their understanding of basic economic and government institutions and the role that they as individuals play within these institutions and society. 2. Students will assess the different economic theories that have developed historically as well as contemporary theories. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence. 3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments 4. Students will develop an understanding of the diversity of human experience and thought as the history of economic thought component of this course demonstrates how theories evolve with social change as well as their own individual views of economics. 5. In this course, students will apply their knowledge and skills to a range of possible current economic issues such as environmental issues and externalities, income distribution, poverty and anti-poverty programs, health care, social security, transitional economies, economics of developing nations and other current issues.
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	EC 201	Course Title:	Principles of Economics: Microeconomics
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	EC 201	Course Title:	Principles of Economics: Microeconomics
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Course Description:	Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Understand market structures and market power. 5. Prepare to further their studies in Economics courses.
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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> <ol 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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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> <ol 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.
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A. Understanding of their culture and how it relates to other cultures.	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Prepare to further their studies in Economics courses. <p>Microeconomics examines the methodology by which economic choices are</p>
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	<p>made by individual households, firms and government units. Students learn their roles within the product and resource markets and within the public and private sectors in the context of their need to make economic choices and the impact of their choices. For example, the notion that consumers “vote with their dollars” encourages students to realize the impact each has on the local, national and world economy. By learning about markets both within the U.S. and between nations, students gain greater understanding of how production and trade improves lives around the world.</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>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Prepare to further their studies in Economics courses. <p>Students learn a bit about the history and development of labor unions, social regulation and economic regulation. They are also exposed to a variety of statistics on income distribution and wage disparity by various demographic criteria such as gender and ethnicity. Changes in some of this data over the past century are shared. Students are asked to contemplate the social changes that have led to the changes in US income distribution and wage disparity.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Make rational decisions based on rudimentary marginal analyses. 3. Prepare to further their studies in Economics courses. <p>Students learn the impact of technological advances on supply, quantity demanded and market equilibrium. In the analysis of market failure, students are asked to examine the impact of negative externalities and the various ways that U.S. and foreign government policies as well as their own individual actions mutate as we become aware of those negative externalities.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Make rational decisions based on rudimentary marginal analyses. 3. Understand market structures and market power. 4. Prepare to further their studies in Economics courses. <p>In Principles of Microeconomics students use the model of supply and demand to understand how prices and output levels are affected by factors that either increase or decrease supply and/or demand. Students also calculate and use the concept of elasticity to gauge the likely size of the change in prices and quantities and firm revenues as a result. Students learn to identify and compare market structures based on a qualitative analysis of the characteristics of the market and number of firms in the</p>

	<p>market. Students calculate profit outcomes for different market structures and analyze the impact of the market structure on the level of firm profits and pricing and output level decisions. Students will compare different market outcomes to the idea of an efficient outcome and recognize both the qualitative and quantitative difference between the two.</p>
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<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand market structures and market power. 4. Prepare to further their studies in Economics courses. <p>As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 201: Principles of Microeconomics course, many already have preconceived notions of how the economic system functions. In EC 201: Principles of Microeconomics, students are exposed to and learn about several different market structures, perfect competition, monopolistic competition, oligopoly, and monopoly. Each market structure provides an explanation as to how a market economy may function. As such, EC 201: Principles of Microeconomics better empowers students to understand their own experiences with the economy and society. As a result, as a result of taking EC 201: Principles of Microeconomics, students may come to better understand issues such as why public utilities are often times monopolies or why fast food restaurants frequently advertise their product, among countless possible examples.</p>
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<p>F. Aesthetic and artistic values.</p>	
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<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Understand market structures and market power. 5. Prepare to further their studies in Economics courses. <p>Economics is a social science that deals with scarcity and choice. As a discipline, it is concerned not only with bread and butter issues such as prices, costs, profits, wages, taxes; but also with social issues like the environment, education, crime, transportation, housing, and income/wealth distribution among others.</p> <p>Microeconomics, like most economic courses, deals with the inevitable questions of: what to produce, how to produce, and for whom to produce.</p>
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	<p>These three basic economic questions, which are thoroughly discussed in this course, lead the student to examine the ethical and social consequences of both private and public choices made in the society. The student recognizes that personal choices can have social consequences in the form of costs and benefits. That is where he/she will realize the ethical and social responsibilities associated with individual choices and behavior. Microeconomics will teach the student that waste and inefficiencies, even at the personal level, can be unethical and socially irresponsible. The student will understand his/her roles as a citizen in the economy; that individual choices about scarce resources must be sustainable, ethical, and efficient.</p> <p>This course helps the student to understand and be able to distinguish the difference between needs and wants. The student will be aware that there are ethical issues and social responsibilities associated with every choice because of externalities. She/he will learn about positive and negative externalities that result from human activity. This lesson about externalities, and their effects on both individuals and the community at large, will help the student to act more responsibly and ethically as a consumer, producer, voter, and citizen.</p> <p>This course enables the student to better understand what they are reading or listening to from the media about the economy. In particular, students will be better aware of issues such as minimum wage laws, as well as the costs associated with environmental degradation. As a result of being more informed, students become more responsible citizens who are able to think critically and participate in the political process as a citizen.</p>
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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. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analyses.
4. Understand market structures and market power.
5. Prepare to further their studies in Economics courses.

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

<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**</p>	<ol style="list-style-type: none"> 1. Students will be able apply their knowledge of choice-making human behavior and make rational decisions to foster personal growth and develop rational business practices. 2. Students will be able to use their analytical skills and knowledge to understand the social world around them particularly how markets work, diversity of market structures, and government policies that affect the market system.
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<p>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”?**</p>	<ol style="list-style-type: none"> 1. Students will develop their understanding of basic supply and demand models and the social forces that cause market conditions to change with time. 2. Students will assess neoclassical theory and other approaches to understanding the market system. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence. 3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments 4. Students will develop an understanding of the diversity of human experience as market conditions change with time. They will learn about the dynamics of labor, resource, and product markets and how those changes can affect their individual lives. 5. In this course, students will apply their knowledge and skills to a range of possible current economic issues such as government price supports, externalities, market structures and anti-trust laws, income distribution, and other issues related to the market system.
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	EC 202	Course Title:	Principles of Economics: Macroeconomics
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:	EC 202	Course Title:	Principles of Economics: Macroeconomics
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Course Description:	Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Make rational decisions based on rudimentary marginal analyses. 6. Prepare to further their studies in Economics courses.
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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> <ol 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/or technological environments D. ability to reason qualitatively and/or quantitatively E. ability to conceptually organize experience and discern its meaning F. aesthetic and artistic values G. understanding of the ethical and social requirements of responsible citizenship <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> <ol 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. 	
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A. Understanding of their culture and how it relates to other cultures.	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing
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	<p>macroeconomic issues and problems. 5. Prepare to further their studies in Economics courses.</p> <p>In macroeconomics, students learn about the goals of full employment, price stability and economic growth as set forth by Congress. Several models and theories on how to achieve these three goals are put forth, including neo-classical, Keynesian, Monetarist, new classical, new Keynesian and rational expectations. The causes and effects of changes in banking and financial regulations in the US and other nations, differences in savings rates and consumption patterns encourage students to examine US culture and their own spending and savings habits from a new perspective. Since monetary and fiscal policy influence currency exchange rates and currency exchange rates influence international trade and employment, students gain a greater understanding of how those policies have multiple impacts on their own lives and the lives of people in other nations. They learn that the reality of international trade, foreign direct investment and off-shore outsourcing is far more complex than as presented in the popular media.</p>
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<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>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Prepare to further their studies in Economics courses. <p>Students learn about the “Great Depression” of the 1930s and the influence that period had on the establishment of modern fiscal policy, monetary policy and international trade policies. The abandonment of a commodity-backed currency in the 1930s and the gold standard in the 1970s in favor of a fiat currency and the managed-float exchange rate regime are introduced within their historic context. Also included is the evolution of the national debt and US trade balances and how those deficits will affect students in the future.</p>
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<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Make rational decisions based on rudimentary marginal analyses. 2. Prepare to further their studies in Economics courses. <p>Advances in electronic technology have changed the way that many people conduct their banking and other financial activities. Students learn how their own personal transactions fit into this broader electronic banking revolution.</p>
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<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions
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	<p>and ideologies.</p> <ol style="list-style-type: none"> 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Prepare to further their studies in Economics courses. <p>In Principles of Macroeconomics students map the relationship between the major components of the economy such as households, firms, and the government using the circular flow diagram. Students learn the qualitative details of these relationships as well as how to identify and measure the monetary flows between them. Students learn how major macroeconomics variables such as the unemployment rate, inflation rate and gross domestic product are calculated and to evaluate the current value of these variables compared to historical values. By using the model of aggregate demand and aggregate supply, students are able to qualitatively and quantitatively estimate the impact of changes in the components of aggregate demand or changes to aggregate supply on national income and price levels. Students use macroeconomic models to predict the impact of fiscal and monetary policies on national income and price levels. In addition to having a qualitative understanding of the impact of fiscal and monetary policies, using the spending and money multipliers, students will be able to calculate the magnitude of change in aggregate demand and the money supply in response to fiscal and monetary policies. In the section on open economy macroeconomics students learn how to calculate balances in both the current and capital accounts in the balance of payments accounts and understand both the quantitative and qualitative relationship between the two by studying accounting identities of these accounts. Additionally students will study the model of exchange rate determination and the impact of changes in the exchange rate on the macroeconomy.</p>
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<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Prepare to further their studies in Economics courses. <p>As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 202: Principles of Macroeconomics course, many already have preconceived notions of how the economic system functions, particularly with respect to macroeconomic phenomena such as unemployment and price inflation as well as the role of government in the economy. By examining the wide variety of theoretical perspectives in macroeconomic topics, students have an opportunity to organize their thoughts about macroeconomic issues through the lens of</p>
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	<p>economic theory. As such, EC 202: Principles of Macroeconomics better empowers students to understand their own experiences with the economy and society. Students have an opportunity to compare and contrast their own experiences and ideological perspectives with the perspectives developed within the economics profession. Students also have an opportunity to self reflect on their own views of role of government in the economy. According to economic theory, and from what students experience in their lives, a student should emerge from EC 202: Principles of Macroeconomics with a more solidly developed set of convictions as to whether or not the government should be more or less proactive with respect to alleviate problems such as persistently high unemployment.</p>
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<p>F. Aesthetic and artistic values.</p>	
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<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Outcome(s):</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analyses. 4. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 5. Awareness of the different public policy options for addressing macroeconomic issues and problems. 6. Prepare to further their studies in Economics courses. <p>Economics is a social science that deals with scarcity and choice. As a discipline, it is concerned not only with bread and butter issues such as prices, costs, profits, wages, taxes; but also with social issues like the environment, education, crime, transportation, housing, and income/wealth distribution among others. EC 202: Principles of Macroeconomics deals economic phenomena in aggregate. The three primary points of focus are the overall level of economic production, the overall price level, and the overall level of employment. These three topics are thoroughly discussed in this course and lead the student to evaluate the overall performance of the United States economy as well as the global economy. The student recognizes that aggregate economic performance has social consequences in the form of employment opportunities and the standard of living. It is in terms of overall economic performance that students will realize the ethical and social responsibilities associated with their choices as well as the political and decision making mechanisms that affect macroeconomic policy. This course will teach the student that waste and inefficiencies, at the macroeconomic level, can be unethical and socially irresponsible. In an economy framed by scarcity, waste and inefficiencies imply that the needs and wants of many may be neglected. As a result, the student will understand his/her roles as a citizen in the economy and that individual, social, and political choices about scarce resources must be sustainable, ethical, and efficient.</p> <p>The EC 202: Principles of Macroeconomics course also enables the student to better understand what they are reading or listening to from the media</p>
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	about the economy. The result is a more informed student who is better able to think critically and participate in the political process as a citizen.
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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.*	<ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macro-economy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Make rational decisions based on rudimentary marginal analyses. 6. Prepare to further their studies in Economics courses.
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***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”?***	<ol style="list-style-type: none"> 1. Students will be able apply their knowledge of the problems of recession, unemployment, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools that will help them function as informed citizens which will foster their personal growth through democratic participation. 2. Students will be able to use their analytical skills and knowledge to understand the social world around them particularly how the overall economic system works and how various strategies for monetary and fiscal policy can impact this system. Students will also learn how such policies can affect our diverse population in different ways.
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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”?***	<ol style="list-style-type: none"> 1. Students will develop their understanding of how rising and falling of national output, prices, and employment levels affect their lives and economic behavior personally. 2. Students will assess Keynesian theory, Supply Side theory, and other macroeconomic theories on how to achieve full employment and stability. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence.
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| | <ol style="list-style-type: none">3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments4. Students will develop an understanding of the diversity of human experience as general economic conditions change with time. They will learn about the dynamics of how unemployment can affect different demographic groups in different ways, and about regional differences in employment.5. In this course, students will apply their knowledge and skills to a range of possible current economic issues such as the role of government in the economy, Federal Reserve policy, and tax policies. |
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****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

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:	Physical Education	Submitter name Phone Email	Levi Query X5519 lquery@pcc.edu
Course Prefix and Number:	PE 183A	# Credits:	1
Course Title: (60 characters max)	Beginning Bowling	Transcript Title (30 characters max)	Beginning Bowling
Can this course be repeated? PCC default is 0 repeats	<input checked="" type="checkbox"/> Yes How many times? 2	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			<ul style="list-style-type: none"> Bowling is a lifetime sport. Students will begin with learning the basics and then may wish to take the class again, to improve upon those basic skills and to begin to apply strategies. Plus, the fitness benefits of bowling diminish without the continuation of participation in the sport.
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Improve fitness, health, and overall wellness through bowling! Covers knowledge and skills needed to perform safe and proper bowling. Presents the history of bowling as well as the equipment, terminology and etiquette of the sport. Participate in sport specific activities that promote and emphasize improved cardiorespiratory conditioning, muscle strength and endurance, flexibility, and		

	body composition. May be repeated twice for credit.
Addendum to Course Description:	Classes will be held at a nearby Bowling Center. Fees will be posted in the class information and will include shoes, ball and use of lanes.

General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain	No specific math or writing level is needed as a pre-requisite to participate in bowling for a lifelong fitness activity.		

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> • Improve overall physical conditioning through participation in Bowling including but not limited to skill-related fitness, muscular fitness and flexibility. • Perform safe and effective skills and techniques for bowling • Apply knowledge of rules, etiquette and scoring when bowling • Develop a lifelong fitness health and wellness program that includes Bowling • Experience the relationship of the mind, body and spirit.
Course activities and design: (from CCOG)	<p>Rules</p> <p>Game play</p> <p>Bowling skill specific drills</p>
Outcomes assessment strategies:	<ul style="list-style-type: none"> ▪ Attendance & Active participation - Game play ▪ Demonstrations of proficiency ▪ Personal program records/portfolios ▪ Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Warmup and cooldown</p> <p>Practicing bowling skills through drills and game play</p> <p>Scoring games</p>

Reason for the new course	Meet the needs of the ever-changing student body and to better differentiate among the various styles of fitness courses offered at PCC. Facility limitations and the continued need to find options for students.
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Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input checked="" type="checkbox"/> other (explain) Class held at local bowling center/facility	
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	none	

other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
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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.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query & Janeen Hull	lquery@pcc.edu and jan.hull@pcc.edu
SAC Administrative Liaison (type name)	Email
Jennifer Piper	jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Social Science	Submitter name	Sylvia Gray
		Phone	4073
		Email	Sgray@pcc.edu
Current prefix and number	HST 101	Proposed prefix and number	
Current course title	Western Civilization: Ancient to Medieval	Proposed title (60 characters max)	West Civ: Ancnt to MdvI
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH	Explores the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.

20 or equivalent placement test scores. Audit available.	
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Reason for change	Curriculum office objects to the word “Studies.”
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> · Articulate an understanding of key events in the history of the ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. · Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization. · Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. · Communicate effectively using historical analysis. · Connect the past with present-day events to enhance contemporary understanding and encourage civic activities 	

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

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

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

Placement into: .

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Sylvia Gray	sgray@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
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 check box which opens the task window

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

[Grade option change](#)

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

Section #1 General Information			
Department	Social Science	Submitter name	Sylvia Gray
		Phone	4073
		Email	Sgray@pcc.edu
Current prefix and number	HST 101H	Proposed prefix and number	
Current course title	Western Civilization: Ancient to Medieval Honors	Proposed title (60 characters max)	West Civ: Ancnt to Mdl
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Honors version of HST 101. Studies the ancient civilization of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or	Honors version of HST 101. Explores the ancient civilization of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. GPA 3.25 minimum.

equivalent placement test scores. GPA 3.25 minimum. Audit available.	Audit available.
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Reason for change	Curriculum office objects to the word “Studies.”
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> · Articulate an understanding of key events in the history of the ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. · Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization. · Identify the influence of culturally† based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. · Communicate effectively using historical analysis. · Connect the past with present† day events to enhance contemporary understanding and encourage civic activities. <p>Additional Honors outcomes:</p> <ul style="list-style-type: none"> · Evaluate and critique historical scholarship · Assess the historiography of a selected subject by evaluating the relevant historical context and by utilizing primary and secondary sources 	

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

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

Current prerequisites, corequisites and concurrent

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

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

Placement into: .

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

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

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#). yes
 no

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

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

Please provide details, who was contacted and the resolution.

Yes
 No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Sylvia Gray	sgray@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date

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 check box which opens the task window

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

[Grade option change](#)

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

Section #1 General Information			
Department	Social Science	Submitter name	Sylvia Gray
		Phone	4073
		Email	sgray@pcc.edu
Current prefix and number	HST 105	Proposed prefix and number	
Current course title	History of India and the South Asian Region	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Surveys history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Introduces the history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of South Asia and use critical thinking to evaluate historical changes and their impact on South Asian civilization • Recognize the diverse contributions of South 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 South Asia • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills 	

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

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

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

Placement into: .

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	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 (type name)	Email	Date
Sylvia Gray	sgray@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
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 check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Social Science	Submitter name	Sylvia Gray
		Phone	4073
		Email	sgray@pcc.edu
Current prefix and number	HST 106	Proposed prefix and number	
Current course title	History of China	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Surveys the history of China. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Audit available.	Introduces the history of China. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit Available.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
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. <ul style="list-style-type: none"> · 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	
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
 If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Sylvia Gray	sgray@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
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 – 4th floor.

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
	Sylvia Gray	sgray@pcc.edu

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

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

**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 101	Course Title:	History of Western Civilization: Ancient to Medieval
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Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
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Course Description:	Explores the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of key events in the history of the ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.
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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"> * 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 <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> <ol 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. 	
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A. Understanding of their culture and how it relates to other cultures.	Not only does this course examine the various culturally-based beliefs, practices, and values of each civilization covered (Mesopotamian, Egyptian, Greek, Roman, Islamic, European Medieval), but it seeks to compare,
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	contrast and examine the relationship between the cultures. Underlying this comparison/contrast which is built into the course, there is also an exploration of students' own values and beliefs.
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.	Historical events and practices inform current issues in the world today. In ancient Mesopotamia, for instance, we find the first examples of law codes, which are easily compared to culture of other periods and places as well as our own. Because the class covers so many different cultures and times, there is an intrinsic comparison built into each new topic. Gender topics, while not the major focus, arise throughout. To stick with the same example, while examining Hammurabi's law code, issues concerning women arise and discussion in the class is promoted about the role and place of women.
C. Understanding of themselves and their natural and technological environments.	Understanding the geography of the Mediterranean and European world is essential to understanding western history. The natural and technical environments and their impact on the various cultures is a recurring theme. For instance, rivers such as in Mesopotamia and Egypt influenced where major, complex cities would be built; Roman building techniques permeated the Mediterranean and in many places still the monuments, buildings, and roads, which always signal Roman rule, can be seen.
D. Ability to reason qualitatively and quantitatively.	This course requires that student evaluate different historical interpretations of events that begin in pre-history and early sources down to the early medieval period in Europe. 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.
E. Ability to conceptually organize experience and discern its meaning.	History courses by definition ask students to organize a body of material and come up with arguments based on primary sources and facts. This is done in a variety of methods: by assigning essays based on primary sources, by analysis of scholarly articles and/or books; by class discussion; by thought-provoking exams, whether take-home or in-class, and more.
F. Aesthetic and artistic values.	Since this is a survey course, art is brought into the course to illustrate historical developments: for instance, Mesopotamian ziggurats, Egyptian pyramids and tombs, Greek temples, and Roman architecture are illustrated to students. In addition, we bring in various artistic writings (such as the Iliad and the Odyssey for the Greeks) to illustrate and enlighten historical points.
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 of the world. The most obvious example would be the formation of Athenian democracy. There is always an ethical component to the examination of events in history. For instance, Alexander the Great and the Romans' conquests of other areas raise questions about the validity of imperialistic behavior.

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.

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 ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization.
- Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization.
- Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
- Communicate effectively using historical analysis.
- Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.

***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”?**

In the process of class discussion of issues or particular primary sources, and in the writing of essays, students are asked to make arguments based on historical facts and primary sources. These always have to do with human behavior, as history is the study of humans, and also with the larger grouping of humans into social constructs.

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”?**

This course by definition looks at groups of people who are historically different and culturally different from current American society. In the process, the comparison with one’s own set of beliefs and those observed as historically or culturally different provides constant points for reflection and appreciation and opportunities for personal growth.

****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
	Sylvia Gray	sgray@pcc.edu

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

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

**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 105	Course Title:	History of India and the South Asian Region
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Introduces the history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. 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 the history of South Asia and use critical thinking to evaluate historical changes and their impact on South Asian civilization • Recognize the diverse contributions of South 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 South Asia • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills 		

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.	Not only does this course examine the various culturally-based beliefs, practices, and values of various historical time periods, but it seeks to compare, contrast and examine the relationship between the cultures. For
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	<p>example, as much as possible we look at a comparison of Harappan culture with the later Indo-Aryan culture; we compare and contrast the incoming Muslim culture with the existing Hindu culture. Underlying this comparison/contrast which is built into the course, there is also an exploration of students' own values and beliefs.</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>Historical events and practices inform current issues in the world today. Many of the issues of caste, for instance, still affect social behavior in India, while at the same time the democratic government of India does not recognize caste. In the same way, the role of women is looked at historically, and while now legally women are not bound by older strictures, many of them still exist in daily life. These issues and many more are discussed and considered from a personal, historical, and global perspective.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Understanding the geography of India is crucial to understanding the history: the natural and technical environments and their impact on India is a recurring theme. The monsoons have affected the flow of history from the beginning; the Himalayas effectively have blocked would-be conquerors from India, while the Khyber pass leads into India and has formed the path for a number of different invading cultures. The Mughals came in with building techniques from Persia which formed some of the most recognizable symbols of India: in particular, the Taj Majal. The British later came in with new technologies which have very much affected the course of history in India.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>This course requires that student evaluate different historical interpretations of events that begin in pre-history and early sources down to the present day in India. 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>History courses by definition ask students to organize a body of material and come up with arguments based on primary sources and facts. This is done in a variety of methods: by assigning essays based on primary sources, by analysis of scholarly articles and/or books; by class discussion; by thought-provoking exams, whether take-home or in-class, and more.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Since this is a survey course, art is brought into the course to illustrate historical developments: for instance, Harappan architecture; Hindu temple architecture, and Mughal architecture. In addition, we bring in various artistic writings such as the <i>Mahabharata</i> and the <i>Ramayana</i> to illustrate and enlighten culture and historic values.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Responsible citizenship requires a solid understanding of one's own culture and that of other regions of the world. The most obvious example would be the independence movement in the 19th and 20th centuries leading to India's development into the world's largest democracy. There is always an ethical component to the examination of events in history. For instance, British involvement in India raises questions about the validity of imperialistic behavior.</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.

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 the key events in the history of South Asia and use critical thinking to evaluate historical changes and their impact on South Asian civilization
- Recognize the diverse contributions of South 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 South Asia
- Communicate effectively using historical analysis
- Connect the past with the present to enhance citizenship skills

***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”?*

In the process of class discussion of issues or particular primary sources, and in the writing of essays, students are asked to make arguments based on historical facts and primary sources. These always have to do with human behavior, as history is the study of humans, and also with the larger grouping of humans into social constructs.

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”?**

This course by definition looks at groups of people who are historically different and culturally different from current American society. In the process, the comparison with one’s own set of beliefs and those observed as historically or culturally different provides constant points for reflection and appreciation and opportunities for personal growth.

****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
	Sylvia Gray	sgray@pcc.edu

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

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

**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 106	Course Title:	History of China
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Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
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Course Description:	Introduces the history of China. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times.
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Course Outcomes:	<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
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8. Address PCC's General Education Philosophy Statement:

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

- * 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 examines the various culturally-based beliefs, practices, and values of China throughout history, and it includes the comparison of its beliefs to other cultures included within its realm. Underlying this is also an exploration of students' own values and beliefs.
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<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>Historical events and practices inform current issues in China as well as its relationship with other countries in the world. China has traditionally seen itself as the center of the world and its culture was widely admired and used as a model for other countries as they developed. Women have traditionally played a subordinate role in society and yet there are a few influential women who become part of the story (most famously, Empress Wu); in addition we look at the Confucian rationale for the general subordination of women.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Understanding the geography China is essential to understanding its history. In early history, apparently bronze making and writing were indigenous developments; and later on, technical developments in China, such as the writing system, printing, gunpowder, etc., had an impact on cultural and technological developments in surrounding countries. Contact with the western world in the 19th century led to technical modernization and a reevaluation of history and values.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>This course requires that student evaluate different historical interpretations of events that begin in pre-history and early sources to painful 19th and 20th century events which are still open to discussion and interpretation. 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>History courses by definition ask students to organize a body of material and come up with arguments based on primary sources and facts. This is done in a variety of methods: by assigning essays based on primary sources, by analysis of scholarly articles and/or books; by class discussion; by thought-provoking exams, whether take-home or in-class, and more.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Since this is a survey course, art is brought into the course to illustrate historical developments: for instance, in early history Shang bronzes and bells; in later history, for instance, the Summer Palace in Beijing.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Responsible citizenship requires a solid understanding of one's own culture and that of other regions of the world. To evaluate current foreign policy and foreign relations with China, one needs to understand its history. There is always an ethical component to the examination of events in history. For instance, the Republic of China set up in the early 20th century was overturned by the Communist Revolution led by MaoZe Dong. Why was his side more appealing to many Chinese people? What developed as a result? Why is China now open to entrepreneurs but not to those who raise political questions? These questions are not easy to answer and ethics certainly plays a role in trying to find a reasonable explanation.</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.

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