

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 12, 2011
Sylvania CC, Conference Rm B

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

Experimental Courses:

none

Course Inactivation:

none

Available Grading Option:

none

New Business:

87. ART 101 – Introduction to Art
Course Revision – Title, Des, Out

88. ART 102 – Introduction to Art
Course Revision – Title, Des, Out

89. ART 103 – Introduction to Art
Course Revision – Title, Des, Out

90. ART 131 – Introduction to Drawing
Course Revision – Des, Out

91. ART 181 – Painting I
Course Revision – Des, Out

92. ART 140 – Digital Photography
Course Revision – Des, Out

93. ART 141 – Intro to Pho (Non-Darkroom)
Course Revision – Title, Des, Out

94. ART 142 – Intro to Photo (Darkroom)
Course Revision – Title, Des, Out

95. ART 143 – Photo II
Course Revision – Title, Des, Out
96. ART 204 – History of Western Art
Course Revision – Des, Out
97. ART 204H – History of Western Art: Honors
Course Revision – Des, Out
98. ART 205 – History of Western Art
Course Revision – Des, Out
99. ART 205H – History of Western Art: Honors
Course Revision – Des, Out
100. ART 206 – History of Western Art
Course Revision – Des, Out
101. ART 206H – History of Western Art: Honors
Course Revision – Des, Out
102. ART 207 – History of Asian Art
Course Revision – Out
103. ART 208 – History of Asian Art
Course Revision – Out
104. ART 209 – History of Asian Art
Course Revision – Out
105. ART 210 – Women in Art
Course Revision – Des, Out
106. ART 211 – Modern Art History/19th Cen Europe
Course Revision - Title, Des, Out
107. ART 212 – Modern Art Hist/Early 20th Cen Art
Course Revision – Des, Out
108. ART 213 – Modern Art Hist: Art Since 1945
Course Revision – Des, Out
109. ART 217 – Understanding Comics Art
Course Revision – Des, Out
110. ART 231 – Drawing
Course Revision – Des, Out

111. ART 237 – Life Drawing
Course Revision – Des, Out

112. ART 240 – Digital Photo II
Course Revision – Des, Req, Out

113. ART 243 – The Photographic Portfolio
Course Revision - Des, Req, Out

114. ART 277 – Life Painting
Course Revision – Des, Out

115. ART 281 – Painting II
Course Revision – Des, Out

116. ART 284 – Watercolor I
Course Revision – Des, Out

117. ART 287 – Watercolor II
Course Revision – Des, Out

118. ART 214 – History of Graphic Design
New Course

119. ART 101 – Understanding Architecture
Designation – General Education

120. ART 102 – Understanding the Visual Arts
Designation – General Education

121. ART 103 – Understanding New Media Arts
Designation – General Education

122. ART 131 – Introduction to Drawing
Designation – General Education

123. ART 140 – Digital Photography
Designation – General Education

124. ART 141 – Intro to Photography
Designation – General Education

125. ART 142 – Intro to Black & White Photography (Darkroom)
Designation – General Education

126. ART 143 – Photo II
Designation – General Education

127. ART 181 – Painting I

Designation – General Education

128. ART 204 – History of Western Art

Designation – General Education

129. ART 205 – History of Western Art

Designation – General Education

130. ART 206 – History of Western Art

Designation – General Education

131. ART 207 – History of Asian Art

Designation – General Education

132. ART 208 – History of Asian Art

Designation – General Education

133. ART 209 – History of Asian Art

Designation – General Education

134. ART 210 – Women in Art

Designation – General Education

135. ART 211 – Modern Art History/19th Cen Europe & America

Designation – General Education

136. ART 212 – Modern Art History/Early 20th Cen Art

Designation – General Education

137. ART 213 – Modern Art History/Art Since 1945

Designation – General Education

138. ART 217 – Understanding Comics Art

Designation – General Education

139. ART 218 – Calligraphy I Lettering

Designation – General Education

140. ART 231 – Drawing

Designation – General Education

141. ART 237 – Life Drawing

Designation – General Education

142. ART 240 – Digital Photo II

Designation – General Education

143. ART 243 – The Photographic Portfolio
Designation – General Education

144. ART 277 – Life Painting
Designation – General Education

145. ART 281 – Painting II
Designation – General Education

146. ART 284 – Watercolor I
Designation – General Education

147. ART 287 – Watercolor II
Designation – General Education

148. FR 101 – First Year French
Course Revision – Out

149. FR 102 – First Year French
Course Revision – Out

150. FR 103 – First Year French
Course Revision – Out

151. FR 150 – First Year French
Course Revision – Out

152. FR 151 – First Year French
Course Revision – Out

153. FR 201 – Second Year French
Course Revision – Out

154. FR 202 – Second Year French
Course Revision – Out

155. FR 203 – Second Year French
Course Revision – Out

156. FR 250 – Second Year French
Course Revision – Out

157. FR 251 – Second Year French
Course Revision – Out

158. GER 101 – First Year German
Course Revision – Out

159. GER 102 – First Year German
Course Revision – Out
160. GER 103 – First Year German
Course Revision – Out
161. GER 150 – First Year German
Course Revision – Des, Out
162. GER 151 – First Year German
Course Revision – Des, Out
163. GER 201 – Second Year German
Course Revision – Out
164. GER 202 – Second Year German
Course Revision – Out
165. GER 203 – Second Year German
Course Revision – Out
166. JPN 111B – First Yr Japanese Conversation
Course Revision – Des, Out
167. JPN 112C – First Yr Japanese Conversation
Course Revision – Des, Out
168. JPN 150 – First Year Japanese
Course Revision – Des, Out
169. JPN 151 – First Year Japanese
Course Revision – Des, Out
170. JPN 211B – Inter Japanese Conversation
Course Revision – Des, Out
171. JPN 211C – Inter Japanese Conversation
Course Revision – Des, Out
172. JPN 212C – Inter Japanese Conversation
Course Revision – Des, Out
173. JPN 213C – Inter Japanese Conversation
Course Revision – Des, Out
174. JPN 250 – Second Year Japanese
Course Revision – Des, Out

175. JPN 251 – Second Year Japanese
Course Revision – Des, Out

176. RUS 101 – First Year Russian
Course Revision – Out

177. RUS 102 – First Year Russian
Course Revision – Out

178. RUS 103 – First Year Russian
Course Revision – Out

179. RUS 150 – First Year Russian
Course Revision – Des, Out

180. RUS 151 – First Year Russian
Course Revision – Des, Out

181. RUS 201 – Second Year Russian
Course Revision – Out

182. RUS 202 – Second Year Russian
Course Revision – Out

183. RUS 203 – Second Year Russian
Course Revision – Out

184. SPA 101 – First Year Spanish First Term
Course Revision – Out

185. SPA 102 – First Year Spanish-Second Year
Course Revision – Out

186. SPA 103 – First Year Spanish – Second Year
Course Revision – Out

187. SPA 150 – First Year Spanish
Course Revision – Out

188. SPA 151 – First Year Spanish
Course Revision – Out

189. SPA 201 – Second Year Spanish – 1st term
Course Revision – Out

190. SPA 202 – Second Year Spanish – 2nd term
Course Revision – Out

191. SPA 203 – Second Year Spanish – 3rd term
Course Revision – Out

192. SPA 250 – Second Year Spanish
Course Revision – Out

193. SPA 251 – Second Year Spanish
Course Revision – Out

194. FR 201 – Second Year French
Designation – General Education

195. FR 202 – Second Year French
Designation – General Education

196. FR 203 – Second Year French
Designation – General Education

197. FR 250 – Second Year French
Designation – General Education

198. FR 251 – Second Year French
Designation – General Education

199. GER 201 – Second Year German
Designation – General Education

200. GER 202 – Second Year German
Designation – General Education

201. GER 203 – Second Year German
Designation – General Education

202. JPN 201 – Second Year Japanese
Designation – General Education

203. JPN 202 – Second Year Japanese
Designation – General Education

204. JPN 203 – Second Year Japanese
Designation – General Education

205. JPN 260A – Japanese Culture – 1st Term
Designation – General Education

206. JPN 261A – Japanese Culture – 2nd Term
Designation – General Education

207. JPN 262A – Japanese Culture – 3rd Term
Designation – General Education
208. JPN 260A – Japanese Culture – 1st Term
Designation - Cultural Literacy
209. JPN 261A – Japanese Culture – 2nd Term
Designation – Cultural Literacy
210. JPN 262A – Japanese Culture – 3rd Term
Designation – Cultural Literacy
211. RUS 201 – Second Year Russian
Designation – General Education
212. RUS 202 – Second Year Russian
Designation – General Education
213. RUS 203 – Second Year Russian
Designation – General Education
214. SPA 201 – Second Year Spanish
Designation – General Education
215. SPA 202 – Second Year Spanish
Designation – General Education
216. SPA 203 – Second Year Spanish
Designation – General Education
217. SPA 250 – Second Year Spanish
Designation – General Education
218. SPA 251 – Second Year Spanish
Designation – General Education
219. PHL 185 – Computer Ethics
Course Revision – Des, Out, Req
220. PHL 191 – Analysis & Evaluation of Argument
Course Revision – Des, Out
221. PHL 195 – Critical Thinking: Science & the Occult
Course Revision – Out
222. PHL 197 – TV & The Presentation of Reality
Course Revision – Title, Des, Out

223. PHL 201 – Intro to Philosophy: Philosophical Problems
Course Revision – Title, Out

224. PHL 202 – Intro to Philosophy: Elementary Ethics
Course Revision – Title, Out

225. PHL 204 – Philosophy of Religion
Course Revision – Out

226. PHL 205 – Biomedical Ethics
Course Revision – Out

227. PHL 206 – Intro to Environmental Ethics
Course Revision – Out

228. PHL 207 – Ethics and Aging
Course Revision – Out

229. PHL 208 – Political Philosophy
Course Revision – Out

230. PHL 209- Business Ethics
Course Revision – Out

231. PHL 211 – Existentialism
Course Revision – Out

232. PHL 221 – Symbolic Logic
Course Revision – Des, Out

233. PHL 222 – Philosophy of Art and Beauty
Course Revision – Out

234. HST 270 – History of Mexico
Designation – General Education

235. HST 274 – African American History I
Designation – General Education

236. HST 275 – African American History II
Designation – General Education

237. HST 276 – African American History III
Designation – General Education

238. HST 284 – History of Africa
Designation – General Education

239. ENG 104 – Intro to Literature (Fiction)
Course Revision – Out

240. ENG 105 – Intro to Literature (Drama)
Course Revision – Out

241. ENG 106 – Intro to Literature (Poetry)
Course Revision – Out

242. ENG 107 – World Literature
Course Revision – Des, Out

243. ENG 108 – World Literature (Western)
Course Revision – Des, Out

244. ENG 195 – Film Studies: Film as Art
Course Revision – Out

245. ENG 196 – Film Studies: Directors
Course Revision – Out

246. ENG 197 – Film Studies: Themes and Genres
Course Revision – Out

247. ENG 201 – Shakespeare
Course Revision – Title, Des, Out

248. ENG 202 – Shakespeare
Course Revision – Title, Des, Out

249. ENG 214 – Literature of the Northwest
Course Revision – Out

250. ENG 253 – Survey of American Literature
Course Revision – Title, Des, Out

251. ENG 254 – Survey of American Literature
Course Revision – Title, Des, Out

252. ENG 261 – Literature of Science Fiction
Course Revision – Out

253. ENG 275 – Bible as Literature
Course Revision – Out

254. WR 121 – English Composition
Course Revision – Des, Out

255. WR 121H – English Composition: Honors
Course Revision – Des, Out
256. WR 240 – Creative Writing—Nonfiction
Course Revision – Des, Out
257. WR 241 –Creative Writing—Fiction
Course Revision – Des, Out
258. WR 242 – Creative Writing—Poetry
Course Revision – Out
259. WR 244 – Adv Creative Writing—Fiction
Course Revision – Des, Out
260. WR 245 – Adv Creative Writing—Poetry
Course Revision – Out
261. WR 246 – Adv Creative Writing, Editing & Publishing
Course Revision – Out
262. WR 248 – Adv Creative Writing—Nonfiction
Course Revision – Des, Out
263. ENG 104 – Intro to Literature (Fiction)
Designation – General Education
264. ENG 105 – Intro to Literature (Drama)
Designation – General Education
265. ENG 106 – Intro to Literature (Poetry)
Designation – General Education
266. ENG 107 – World Literature
Designation – General Education
267. ENG 108 – World Literature (Western)
Designation – General Education
268. ENG 195 – Film Studies: Film as Art
Designation – General Education
269. ENG 196 – Film Studies: Director
Designation – General Education
270. ENG 197 – Film Studies: Themes and Genres
Designation – General Education

271. ENG 201 – Shakespeare
Designation – General Education
272. ENG 202 – Shakespeare
Designation – General Education
273. ENG 204 – Survey of English Literature
Designation – General Education
274. ENG 205 – Survey of English Literature
Designation – General Education
275. ENG 207 – World Literature (Asia)
Designation – General Education
276. ENG 209 – World Literature (Japan)
Designation – General Education
277. ENG 214 – Literature of the Northwest
Designation – General Education
278. ENG 253 – Survey of American Literature
Designation – General Education
279. ENG 254 – Survey of American Literature
Designation – General Education
280. ENG 261 – Literature of Science Fiction
Designation – General Education
281. ENG 275 – Bible as Literature
Designation – General Education
282. WR 222 – Writing the Research Paper
Designation – General Education
283. WR 240 – Creative Writing—Nonfiction
Designation – General Education
284. WR 241 – Creative Writing—Fiction
Designation – General Education
285. WR 242 – Creative Writing—Poetry
Designation – General Education
286. WR 243 – Creative Writing—Scriptwriting
Designation – General Education

287. WR 244 – Adv Creative Writing—Fiction
Designation – General Education

288. WR 245 – Adv Creative Writing—Poetry
Designation – General Education

289. WR 246 – Adv Creative Writing, Editing & Publishing
Designation – General Education

290. WR 247 – Adv Creative Writing—Scriptwriting
Designation – General Education

291. WR 248 – Adv Creative Writing—Nonfiction
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
- X title
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Elizabeth Bilyeu
		Phone	971-722-5097
		Email	ebilyeu@pcc.edu
Current prefix and number	ART 101	Proposed prefix and number	ART 101
Current course title	Introduction to Art	Proposed title (60 characters max)	Understanding Architecture
# Credits	4	Proposed transcript title (30 characters max)	Understanding Architecture
Reason for title change	With the course title change, the art faculty wish to show the difference between ART101, ART102, and ART103 that all currently have the same title, "Introduction to Art." In the title, we also want to clarify the art history focus of the course. Many students think that this is an art studio class when they register.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Addresses seeing, experiencing and appreciating the urban world as a reflection of human interaction with the socio-political	Introduces aesthetic, historical, and critical issues of architecture. Presents buildings, gardens, fountains, malls and public spaces in terms of experiencing,

and physical environment, such as with architecture, gardens, fountains, malls and public spaces. Examines how cities express the values, technology, geography and economic structure of many cultures in the light of aesthetic, historic, and critical factors. The Intro to Art series 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	appreciating and understanding roles of architecture in the urban world and as reflections of human interaction with the socio-political and physical environment. The series ART 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	We would like to change the course description for conciseness and to clarify the art history focus of the course. Many students think that this is an art studio class when they register.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate the art of the urban world in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view the urban world "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value the art of the urban world in all-encompassing ways, in this country and abroad	• recognize functional, structural, and aesthetic qualities in architecture and read visual and experiential elements, architectural and cultural styles, and symbols • view the urban world "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work of architecture, its origins and precedent, its potential as an inspiration and influence on later architecture, and its relationship to a particular cultural moment • decipher architecture through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value the architecture of the urban world in all-encompassing global ways
Reason for change	The changes in the learning outcomes clarify course content and show uniqueness of courses in the ART101, ART102, and ART103 series. The uniqueness of content and the different ways that different art media should be viewed was unclear in the original outcomes for ART101, ART102, and ART103.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	9/16/11 for SAC approval on 9/22/11
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Elizabeth Bilyeu 971-722-5097 ebilyeu@pcc.edu
Current prefix and number	ART 102	Proposed prefix and number	ART 102
Current course title	Introduction to Art	Proposed title (60 characters max)	Understanding the Visual Arts
# Credits	4	Proposed transcript title (30 characters max)	Understanding the Visual Arts
Reason for title change	With the course title change, the art faculty wish to show the difference between ART101, ART102, and ART103 that all currently have the same title, "Introduction to Art." In the title, we also want to clarify the art history focus of the course. Many students think that this is an art studio class when they register. We would also like to change the lecture hours from 30 to 40. This seems to be a typo on the CCOG on the PCC website.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Addresses issues of fine art, particularly painting, sculpture and drawing, in terms of experiencing, appreciating and understanding their role in our lives. Art is examined in the light of aesthetic, historic, and critical issues. The Intro to Art series 101, 102, 103 may be taken in any order. Recommended: WR 115 placement and reading score of 21.	Introduces aesthetic, historical, and critical issues of the visual arts. Presents aspects of drawing, painting, sculpture and craft in terms of experiencing, appreciating and understanding their roles in our lives. The series ART 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	We would like to change the course description for conciseness and to clarify the art history focus of the course. Many students think that this is an art studio class when they register. The changes here and in the learning outcomes help to explain the content of ART102.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate fine art in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of fine art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value painting, sculpture, and drawing in all-encompassing ways, in this country and abroad	• recognize formal qualities in two- and three-dimensional arts and read visual elements, artistic and cultural styles, and symbols • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways
Reason for change	The changes in the learning outcomes clarify course content and show uniqueness of courses in the ART101, ART102, and ART103 series. The uniqueness of content and the different ways that different art media/materials should be viewed was unclear in the original outcomes for ART101, ART102, and ART103. In order for us to continue to address the revolution of the digital age and its impact on the arts throughout art and art history courses at PCC, we have changed slightly the content of ART102 and ART103. The focus of ART102 is on traditional media/materials and processes in visual art and ART103 addresses new media/materials and processes. Any historical or philosophical contradictions of this division merely reflect the limitations of art categories and the richness of artwork that reflects media/materials and processes across these categories (two- and three-dimensional art like drawing, painting, sculpture, and craft; and new media like printmaking, photography, graphic design, video, film, performance, installation, and other forms of time-based art).

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

X no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes

X No

Implementation term

X Next available term after approval

☐ Specify term(if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	9/16/11 for SAC approval on 9/22/11
SAC Administrative Liaison	Email	Date

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
- X title
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Elizabeth Bilyeu
		Phone	971-722-5097
		Email	ebilyeu@pcc.edu
Current prefix and number	ART 103	Proposed prefix and number	ART 103
Current course title	Introduction to Art	Proposed title (60 characters max)	Understanding New Media Arts
# Credits	4	Proposed transcript title (30 characters max)	Understanding New Media Arts
Reason for title change	With the course title change, the art faculty wish to show the difference between ART101, ART102, and ART103 that all currently have the same title, "Introduction to Art." In the title, we also want to clarify the art history focus of the course. Many students think that this is an art studio class when they register.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Addresses issues relating to design in our daily lives, particularly graphic design, and may include commercial, industrial, crafts,	Introduces aesthetic, historical, and critical issues of new media arts and design. Presents aspects of printmaking, photography, graphic design, video, film,

and product design. Examines how design expresses the values, technology, economy and taste of our culture in light of aesthetic, historic and critical issues. The Intro to Art series 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	performance, installation, and other forms of time-based art in terms of experiencing, appreciating and understanding their roles in our lives. The series ART 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	We would like to change the course description for conciseness and to clarify the art history focus of the course. Many students think that this is an art studio class when they register. The changes here and in the learning outcomes help to explain the content of ART103.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate design, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of design "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	• recognize formal qualities in new media arts and read visual elements, artistic and cultural styles, and symbols • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • decipher new media arts and design through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value new media arts and design in all-encompassing global ways
Reason for change	The changes in the learning outcomes clarify course content and show uniqueness of courses in the ART101, ART102, and ART103 series. The uniqueness of content and the different ways that different art media/materials should be viewed was unclear in the original outcomes for ART101, ART102, and ART103. In order for us to continue to address the revolution of the digital age and its impact on the arts throughout art and art history courses at PCC, we have changed slightly the content of ART102 and ART103. The focus of ART102 is on traditional media/materials and processes in visual art and ART103 addresses new media/materials and processes. Any historical or philosophical contradictions of this division merely reflect the limitations of art categories and the richness of artwork that reflects media/materials and processes across these categories (two- and three-dimensional art like drawing, painting, sculpture, and craft; and new media like printmaking, photography, graphic design, video, film, performance, installation, and other forms of time-based art).

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☐ yes
X no

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

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

Please provide details, who was contacted and the resolution.

X Yes
☐ No

These changes impact requirements for the Graphic Design and Multimedia certificates. Cece Cutsforth (Chair of Graphic Design) has encouraged us to develop a 200-level history of graphic design course. The 200-level course will become the new requirement for Graphic Design students, and ART103 will be dropped. This course is also a requirement for Multimedia students. The expanded focus of the course from only graphic design to broader new media and processes in the arts will more clearly reflect the study of these students. Program Director Beth Fitzgerald has been contacted about these updates.

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Art	Submitter name	Mark Andres
		Phone	971-722-7464
		Email	mandres@pcc.edu
Current prefix and number	131	Proposed prefix and number	same
Current course title	Introduction to Drawing	Proposed title (60 characters max)	same
Reason for title change	Outcomes need rewriting and description needs active verbs	Proposed transcript title (30 characters max)	same

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

Current Description	Proposed Description
A studio experience exploring basic drawing techniques, materials and concepts while addressing historical and contemporary issues. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit.	Explore basic perceptual drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Develop critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit.

Reason for change	Active verbs needed as well as more specific content.

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

Current learning outcomes	New learning outcomes
1. Begin to experience the process of learning to draw. 2. Discover the two-dimensional design vocabulary in the context of drawing. 3. Experience the connection between eye and hand. 4. Observe drawing through history to discover options and possibilities. 5. Become sensitive to the unique way art helps us to understand ourselves and our world. 6. Trust and develop intuitive consciousness through drawing. 7. Create a meaningful body of work.	1. Apply creative ways to solve problems using a variety of strategies for making drawings. 2. Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Understand, interpret, and critically evaluate drawings of the past and the present from one’s own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience. 4. Employ perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.

Reason for change	New outcomes reflect greater range of critical, interpretive and creative skills associated with drawing.

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Art	Submitter name	Mark Smith
		Phone	971 722 8085
		Email	msmith@pcc.edu
Current prefix and number	Art 181	Proposed prefix and number	
Current course title	Painting I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
A studio experience exploring basic painting techniques, materials, and concepts while addressing historical and contemporary issues. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit.	Explores basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit.
Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips.	Recommended: Art 116

It is suggested that Art 181 be taken before enrolling in Art 281 which is a more advanced class that builds on the basic techniques and ideas developed in Art 181. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 181 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	
Reason for change	Language corrected to include use of active verb

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Intended Outcomes for the course 1. Begin to experience the process of learning to paint. 2. Become aware of the special nature of LEARNING to learn how to paint. 3. Experience the connection between eye and hand. 4. Observe painting through history to discover options and possibilities. 5. Become sensitive to the unique way art helps us to understand ourselves and our world. 6. Trust and develop intuitive consciousness through painting.	Through study of the painting discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience

		of painting. 6. Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.		
Reason for change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: .				
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
Proposed prerequisites, corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: .				
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☐ no		
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?				
Please provide details, who was contacted and the resolution.				
☐ Yes ☐ No				
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline				

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Visual & Performing Arts & Design	Submitter name	Kim Manchester
		Phone	503-977-8025
		Email	kim.manchester@pcc.edu
Current prefix and number	ART 140	Proposed prefix and number	
Current course title	Digital Photography	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introductory course emphasizing knowledge of the camera, development of computer skills in preparing and outputting images, and exploration of visual design and composition. Recommended: Basic computer skills Recommended: Basic computer skills and WR 115.	Introduces the medium of digital photography & photographic image making as it relates to the creative arts, & media in a diverse cultural, social and chronological context. Explores concepts of photography, processes and basic use of related equipment, as well as core principles and technology in preparation for continuing fine art and media based work. Encourages students to engage in the digital photographic medium and develop their artistic practice using peer critique and self-reflection to understand how their own histories influence their work. Requires that students own or have access to their own

	digital camera with manual exposure controls. Digital single-lens-reflex (DSLR) cameras are preferred but not required. Recommended: ART 141 or ART 142. Addendum to the Course Description: May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	These changes update the curriculum and make the description more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

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

Current learning outcomes	New learning outcomes
Students shall see and apply photographic art and design: with increased perceptual awareness; to create personally significant works of digital imagery. Students shall have knowledge of, and show proficiency in, all of the following areas: Camera and scanner mechanics, including light metering and exposure controls; attributes of digital versus chemical photography; exposure modes, manual and automatic, the purpose and creative use of various lenses, filters and flash; understanding and manipulation of light; basic use of digital image software (such as Photoshop) in acquiring, preparing, manipulating, storing, outputting and/or uploading digital images; display of images. Students will be introduced to the principles of composition and graphic representation, and display relevant verbal and evaluative skills during	- Find and develop creative ways to solve problems using a variety of strategies for making digital photographic works with the resources on hand considering both the artistic and environmental impact of the works they create. - Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of digital photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make. - Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. - Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of digital photography - its applications, modes of capture & manipulation. - Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others. - Establish self-critiquing skills so as to develop autonomous expression through their digital photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures.

class discussions. Students will gain an understanding of the nature of photography and digital images with reference to its historical and contemporary context.	

Reason for change	Revised Course outcomes to more clearly reflect PCC Core Outcomes and PCC's mission.

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Visual & Performing Arts & Design	Submitter name	Kim Manchester
		Phone	503-977-8025
		Email	kim.manchester@pcc.edu
Current prefix and number	ART 141	Proposed prefix and number	
Current course title	Intro to Pho (Non-Darkroom)	Proposed title (60 characters max)	Introduction to Photography
Reason for title change	Title has an error. New title is more clearly representational of the content of the class.	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Covers camera operation, selection and use of film, filters, lenses, flash units and other accessories. Students shoot 35mm color slides and have them processed commercially. Must own, or have access to a 35mm camera with adjustable exposure controls.	Explores the medium of photography & photographic image making as it relates to the creative arts, history, media and culture in both a historical and contemporary context. Introduces concepts, processes and basic use of related equipment, principles and technology in preparation for continuing fine art and media based work. Establishes a broad foundation of photography from analog to digital practices. Engages the students in the photographic medium and develop their artistic practice using peer critique and self-reflection to understand how their own histories influence their work. Requires that students must

	own or have access to their own camera. Film (SLR) or digital (DLSR) cameras are preferred but not required. Students will be responsible for processing their own images.
Reason for change	Slide film is no longer used and this course is meant for students to bring whatever camera they have in order to learn about photography. This change updates the curriculum and makes it more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

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

Current learning outcomes	New learning outcomes
- Students shall have knowledge of all of the following technical information - Camera mechanics, including film speed, shutter speed, and apertures. - Exposure modes, manual and automatic, and light metering systems - Other camera features such as self-timers, exposure compensation dials, and AEL locks. - Metering in difficult lighting circumstances: snow, back-lighting, high contrast, and dark/light subjects. - Basic, bounce and fill-in flash. - Filters: what's available for B & W and color photography, as well as special effects. - Film types: an overview of different brands of film, slide vs. negative film. - Light: quality, direction and basic equipment Students will also exploring through assignments and discussions: photographic composition, choice of subject matter and photographic genres including, self-portraits, portraiture, landscape, and still-life. In addition, through slides and videos students will gain an understanding of the major trends, aesthetic and technical, in the history of photography (with an emphasis on fine art photography)	- Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography. - Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of photography – students will be able adapt their experience from this class to analog and digital modes of capture & manipulation fluidly. - Find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand considering both the artistic, political, social & environmental impact of the works they create. - Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. - Consider the relationship between the viewer and the photographic image, create work and engage in discussion about the role of art in social practice, and specifically photography's potential to engage, involve and inspire socially, politically and personally. - Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns.
Reason for change	Revised Course outcomes to more directly reflect PCC Core Outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☐ yes
x no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
x No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

☐ course number

x title

x description

☐ prerequisites and co-requisites

x outcomes

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Visual and Performing Arts and Design	Submitter name	Kim Manchester
		Phone	503-977-8025
		Email	kim.manchester@pcc.edu
Current prefix and number	ART 142	Proposed prefix and number	
Current course title	Introduction to Photo (Darkroom)	Proposed title (60 characters max)	Intro to Black & White Photography (Darkroom)
Reason for title change	More appropriate title	Proposed transcript title (30 characters max)	Intro B&W Photo (dkrm)

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

Current Description	Proposed Description
Introductory course in black and white photography, emphasizing knowledge of the camera, development of darkroom skills, and exploration of visual design and composition. Should own or have access to a 35mm camera with adjustable exposure controls. May be taken three times for credit. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Explores black and white darkroom photographic processes, techniques and concepts while addressing historical and contemporary issues specific to photography. Introduces the basic concepts of Black and White photography, wet processes and basic use of darkroom related equipment, principles and technology in preparation for continuing work in the visual arts. Encourages students to engage in darkroom photography & to develop their photographic practice using peer critique and self-reflection to understand how their own and other's histories influence their work. Requires that students own or have access to a

	35mm film camera with adjustable exposure controls. Addendum to the Course Description: Course may include demonstrations, slides, lectures, films & field trips.
Reason for change	Course description update reflects the content of the course more clearly than the previous description.

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

Current learning outcomes	New learning outcomes
Students shall have knowledge of, and show proficiency in, all of the following areas: Camera mechanics, including knowledge of film-speed ratings, light metering, and exposure controls; the purpose and creative use of various lenses and filters; understanding and manipulation of light; film processing, including push and pull-processing; film and paper chemistry, the proper use and order of each; making of proof-sheets and photographic enlargements, involving exposure control for contrast and density, and use of dodging and burning techniques; finishing with spotting, dry-mounting, and displaying prints. In addition to this, students will be introduced to principles of composition and graphic representation, and be required to display certain verbal and evaluative skills during class discussions. Slide presentations of past and current photographic work will seek to place contemporary photography in its historical context.	- Engage in and demonstrate an introductory level of skill in the operations of the analog camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image exposure to print. - Establish self-critiquing skills so as to develop autonomous expression through their Black and White photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures. - Understand, interpret and enjoy Black and White photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. - Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. - Find and develop creative ways to solve problems using a variety of strategies for making Black and White photographs with the resources on hand considering the artistic and environmental impact & sustainability of the methods they use and the works they create. - Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of darkroom & black and white photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make.

Reason for change	Update course core outcomes to more directly and clearly reflect the PCC Course Core Outcomes.

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Visual & Performing Arts & Design	Submitter name	Kim Manchester
		Phone	503-977-8025
		Email	kim.manchester@pcc.edu
Current prefix and number	ART 143	Proposed prefix and number	
Current course title	Photo II	Proposed title (60 characters max)	Photography II
Reason for title change	More accurate title	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Course follows ART 142 in sequence, and is devoted to further the development of technical photographic skills, and to the continued exploration of visual design theory and the conceptual approaches involved in making art. May be taken three times for credit. Prerequisites: ART 142 and its prerequisites.	Follows Art 142 in a sequence. Provides a hands-on experience in a broad range of advanced darkroom techniques involving a deeper understanding of film development, printing, finishing, and the presentation of photographic imagery. Develops a personal photographic language based on technical knowledge, design principles, exposure to the history of the medium, and the development of conceptual abilities through critical evaluation and critique of photographic images. Establishes a more advanced technical and conceptual level of ability, from which students begin to build an artistic and expressive portfolio of

	photographs. Requires students to own or have access to a camera with manual exposure controls.
Reason for change	This change updates the curriculum and makes it more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

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

Current learning outcomes	New learning outcomes
Students will solidify, and extend, the ideas and procedures introduced in Art 142, Introduction to Photography (Darkroom). Attention will be focused on advanced exposure and printing techniques, the effects of using color filters with black-and-white film, printing on fiber-base paper, bleaching and toning prints, and various presentation methods. Of equal significance will be a students° continued exploration and understanding of the camera as a means of expression and communication, and a critical examination of the historical and contemporary issues that shape the history of photography.	• Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present. • Engage in and demonstrate an intermediate and increasingly sophisticated level of skill in the operations of the camera and primarily film-based photographic modes of image-making; expanding into a variety of film formats, photographic alternative and / or hybrid processes and techniques. • Continue to find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand developing a strategy to work sustainably and responsibly considering both the artistic and environmental impact of their photographic images. • Ask meaningful questions, identify ideas and issues, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about darkroom photography with others. • Further develop self-critiquing skills so as to develop autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Create personally significant photographic work demonstrating an intermediate level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns. •

Reason for change	Revised Course outcomes to more directly and clearly reflect PCC Core Outcomes.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: ART 142 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes ☒ No			
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			
Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair		Email	Date

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
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence,Roberts@pcc.edu
Current prefix and number	Art 204	Proposed prefix and number	Art 204
Current course title	History of Western Art	Proposed title (60 characters max)	History of Western Art
# 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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Objectives center on viewing, analyzing and comparing many art	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Paleolithic, Ancient

forms in an historical context, and covers the Paleolithic, Ancient Near Eastern, and Aegean cultures, beginning about 30,000 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available	Near Eastern, and Aegean cultures, beginning about 30,000 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists • Understand and value the art and architecture of the ancient world in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment
Reason for change	Language unclear and not consistent with curriculum committee requirements

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
☐ title
☒ description
☒ 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	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.Roberts@pcc.edu
Current prefix and number	Art 204 H	Proposed prefix and number	
Current course title	History of Western Art: Honors	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	Language not consistent with curriculum committee requirements		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
History of Western Art: Honors. Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Objectives center on viewing, analyzing	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Paleolithic, Ancient

and comparing many art forms in an historical context, and covers the Paleolithic, Ancient Near Eastern, and Aegean cultures, beginning about 30,000 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA. Audit available.	Near Eastern, and Aegean cultures, beginning about 30,000 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA. Audit available.
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: · appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement · view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment · generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad Additional Honors Outcomes for the course The student will: · recognize and respond to various art historical methodologies. Apply these methodologies to art in discussion and writing. · demonstrate leadership in art historical arena	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists • Understand and value the art and architecture of the ancient world in all-encompassing ways and recognize its persisting influence on our current urban environment Additional Honors Outcomes for the course The student will: • Recognize and respond to various art-historical methodologies. Apply these methodologies to discussions and written assignments • Demonstrate leadership in art-historical arenas
Reason for change	Language unclear and not consistent with curriculum committee requirements

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Comment [s1]: Please complete this area.

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
x outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 205	Proposed prefix and number	
Current course title	History of Western Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Objectives center on viewing, analyzing and comparing many art forms in an historical	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers Late Antiquity, Early Christian and Medieval

context, and covers Late Antiquity, Early Christian and Medieval periods, beginning about 500 BC. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available	periods, beginning about 500 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras • Understand and value art and architecture from the Ancient Roman world through the Gothic era and recognize the persisting influence of its styles and concepts on our current cultural environment
Reason for change	Language not consistent with curriculum committee requirements; outcomes redundant

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- ☒ description
- ☒ 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	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 205 H	Proposed prefix and number	
Current course title	History of Western Art: Honors	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
History of Western Art: Honors. Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Objectives center on viewing, analyzing	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers Late Antiquity, Early Christian and Medieval

and comparing many art forms in an historical context, and covers Late Antiquity, Early Christian and Medieval periods, beginning about 500 BC. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA. Audit available.	periods, beginning about 500 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA. Audit available.
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad Additional Honors Outcomes for the course The student will: • recognize and respond to various art historical methodologies. Apply these methodologies to art in discussion and writing. • demonstrate leadership in art historical arena.	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras • Understand and value art and architecture from the Ancient Roman world through the Gothic era and recognize the persisting influence of its styles and concepts on our current cultural environment. Additional Honors Outcomes for the course The student will: • Recognize and respond to various art-historical methodologies. Apply these methodologies to analyzing works of art visually, in discussion and in writing • Demonstrate leadership in art-historical arenas
Reason for change	Language unclear and not consistent with curriculum committee requirements. Redundant outcomes

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date

Comment [s1]: Complete this section of the form

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
- x description
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 206	Proposed prefix and number	
Current course title	History of Western Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Objectives center on viewing, analyzing and comparing many art forms in an historical	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Renaissance and Baroque periods,

context, and covers the Renaissance and Baroque periods, beginning about 1300 AD. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	beginning about 1300 CE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	Language inconsistent with curriculum committee recommendations

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context • Understand and value Renaissance and Baroque cultures in all-encompassing ways and recognize their persisting influence on our current cultural environment
Reason for change	Language not consistent with curriculum committee requirements; outcomes redundant

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- ☒ description
- ☒ 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	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 206 H	Proposed prefix and number	
Current course title	History of Western Art: Honors	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Objectives center on viewing, analyzing and comparing many art forms in an historical	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Renaissance and Baroque periods,

context, and covers the Renaissance and Baroque periods, beginning about 1300 AD. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	beginning about 1300 CE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores and 3.25 GPA. Audit available.
Reason for change	Language inconsistent with curriculum committee recommendations

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context • Understand and value Renaissance and Baroque cultures in all-encompassing ways and recognize their persisting influence on our current cultural environment Additional Honors Outcomes for the course The student will: • Recognize and respond to various art-historical methodologies. Apply these methodologies to analyzing works of art visually, in discussion and in writing • Demonstrate leadership in art-historical arenas
Reason for change	Language not consistent with curriculum committee requirements; outcomes redundant

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Christine Weber
		Phone	8334
		Email	christine.weber15@pcc.edu
Current prefix and number	Art 207	Proposed prefix and number	
Current course title	History of Asian Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores and analyzes the visual arts in relation to the culture of India from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate the art and architecture of India from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment
Reason for change	Language unclear and not consistent with curriculum committee requirements

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Christine Weber
		Phone	8334
		Email	christine.weber15@pcc.edu
Current prefix and number	Art 208	Proposed prefix and number	
Current course title	History of Asian Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores and analyzes the visual arts in relation to the culture of China from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate the art and architecture of China from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad
Reason for change	Language unclear and not consistent with curriculum committee requirements

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Christine Weber
		Phone	8334
		Email	christine.weber15@pcc.edu
Current prefix and number	Art 209	Proposed prefix and number	
Current course title	History of Asian Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores and analyzes the visual arts in relation to the culture of Japan from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Appreciate the art and architecture of Japan from the Neolithic through the modern period and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad
Reason for change	Language unclear and not consistent with curriculum committee requirements

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Elizabeth Bilyeu
		Phone	971-722-5097
		Email	ebilyeu@pcc.edu
Current prefix and number	ART 210	Proposed prefix and number	ART 210
Current course title	Women in Art	Proposed title (60 characters max)	Women in Art
# Credits	4	Proposed transcript title (30 characters max)	Women in Art
Reason for title change	No change.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society and to	Covers the work of women artists from antiquity to the present. Examines works of the most important women artists from each period in relation to the changing roles of women in society and to the canon of art history. Prerequisites: WR 115, RD 115 and MTH 20

the art produced contemporaneously by men. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	or equivalent placement test scores.
Reason for change	The word changes here allow us to begin the sentences with action verbs. We also clarify the content and the critique that happens in the class – critiquing history rather than just showing the relationship of art made by women and men.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	• recognize formal qualities in art and read visual elements, artistic and cultural styles, and symbols • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • decipher content and meaning of works made by women artists through understanding of historical, social, cultural, economic, and political contexts • use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women • adapt theoretical approaches and course content to other art not covered in the course so that he/she can understand and value art made by women in all-encompassing global ways
Reason for change	The changes in the learning outcomes clarify course content and lenses of study to show the uniqueness of this course. The outcomes were the same or too similar to other art history courses.

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	This course counts toward a women's studies focus award, but the changes should not impact the program.
Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	9/16/11 for SAC approval on 9/22/11
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 211	Proposed prefix and number	
Current course title	Modern Art History/19 th Cen Europe	Proposed title (60 characters max)	Modern Art History/19 th Cen Europe & America
# 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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
The Nineteenth Century saw the beginning of the modern world and modern societies in Europe. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our	Explores the beginning of the modern world and modern societies in Europe and the United States. Examines and analyzes the visual arts to reveal some effects of societal changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and

modern world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	MTH 20 or equivalent placement test scores.
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will • Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world • Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols
Reason for change	Language not consistent with curriculum committee requirements; outcomes repetitive

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- ☒ description
- ☒ 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	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 212	Proposed prefix and number	
Current course title	Modern Art Hist/Early 20 th Cen Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
The turn of the Twentieth Century witnessed revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and	Explores early 20 th century revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or

to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available	equivalent placement test scores. Audit available
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Develop an understanding of the connections that link visual arts to other cultural and technological developments • View art of the early 20th century "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which it has shaped our modern urban world • Recognize formal qualities in modern and contemporary art and read visual elements, artistic and cultural styles, and symbols
Reason for change	Language not consistent with curriculum committee requirements; outcomes repetitive

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

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
☒ 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	Art	Submitter name	Prudence Roberts
		Phone	7118
		Email	prudence.roberts@pcc.edu
Current prefix and number	Art 213	Proposed prefix and number	
Current course title	Modern Art Hist: Art Since 1945	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
World War II ended the supremacy of Europe in the visual art world and focused attention on America. Examines and analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values, and to gain a greater understanding and appreciation of contemporary art. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Focuses on American art, as World War II ended the supremacy of Europe in the visual art world. Analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values and to gain a greater understanding of contemporary art with its global perspective. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available

Audit available	
Reason for change	Language not consistent with curriculum committee requirements

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	The student will: • Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms • View art of our times “dynamically:” that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past • Understand the effects of globalization and new media on how art is conceived and received in the modern era • Recognize formal qualities in early century art and read visual elements, artistic and cultural styles, and symbols
Reason for change	Language not consistent with curriculum committee requirements; outcomes repetitive

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	ART	Submitter name	Angela Batchelor
		Phone	(971)722-8017
		Email	angela.batchelor@pcc.edu
Current prefix and number	ART 217	Proposed prefix and number	
Current course title	Understanding Comics Art	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Examines comics art as a medium of visual communication. Aesthetic qualities unique to comic books and graphic novels analyzed in artistic, historical, and narrative contexts using seminal texts. Strongly recommend: Placement into WR 121 and RD 115.	Examines comics art as a medium of visual communication. Analyzes aesthetic qualities unique to comic books and graphic novels in artistic, historical, and narrative contexts using seminal texts. Strongly recommend: Placement into WR 121 and RD 115.

Reason for change	

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

Current learning outcomes	New learning outcomes
Student will: -develop an appreciation of comics as an artistic and literary practice; -be able to explicate the history of comics and its creators; -learn to regard works of comics art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later comic art, and its relationship to a particular cultural moment; -increase understanding of word/image relationships and visual communication; -acquire knowledge of the relationship between - draft formal tools for aesthetic criticism; -generalize course content to other art not covered in the course so that he/she can understand and value art in all-encompassing ways; -acquire skills to explore narrative content/image relationships.	Students will endeavor to do the following: ❖ Find and develop creative ways to appreciate comics art as an artistic and literary practice. ❖ Increase one's understanding of word/image relationships and visual communication. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others. ❖ Understand and interpret relationships between comics and commercialism. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art. ❖ Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
	msivak@pcc.edu	2-18-2011
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	2-18-2011

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Andres
		Phone	971-722-7464
		Email	mandres@pcc.edu
Current prefix and number	231	Proposed prefix and number	same
Current course title	Drawing	Proposed title (60 characters max)	same
Reason for title change	Outcomes need rewriting; description lacks active verbs	Proposed transcript title (30 characters max)	same
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
A studio experience exploring ways of seeing and basic drawing techniques, materials and concepts while addressing historical and contemporary issues. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit.		Deepen basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develop critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit.	
Reason for change	Reframes in active verbs and distinguishes activities from 131.		

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

Current learning outcomes		New learning outcomes	
1. Begin to experience the process of learning to draw. □ 2. Discover the two-dimensional design vocabulary in the context of drawing. □ 3. Experience the connection between eye and hand. □ 4. Observe drawing through history to discover options and possibilities. □ 5. Become sensitive to the unique way art helps us to understand ourselves and our world.□ 6. Trust and develop intuitive consciousness through drawing. □ 7. Create a meaningful body of work. □		1. Implement deeper creative strategies to solve problems in making drawings. 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.	
Reason for change	New outcomes reflect greater range of critical, interpretive and creative skills associated with drawing.		

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☐ no	☐ pre/con
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require

this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

☐ course number☐ title

x description

☐ prerequisites and co-requisites

x outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Andres
		Phone	971-722-7464
		Email	
Current prefix and number	237	Proposed prefix and number	same
Current course title	Life Drawing	Proposed title (60 characters max)	same
Reason for title change	Outcomes and description need rewriting	Proposed transcript title (30 characters max)	same

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

Current Description	Proposed Description
Students study and draw the human form from professional models. Applying various drawing techniques and concepts, students study the structure, form and proportions of the human figure. Emphasis is upon personal progress as an artist with attention to composition. May be taken three times for credit.	Draw the human form from professional models, applying various drawing techniques and concepts. Develop understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. May be taken three times for credit.
Reason for change	Removes cumbersome phrase "students study" and is more concise.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.			
Current learning outcomes		New learning outcomes	
1. Begin to know and interpret the human figure through process of learning to draw. 2. Become familiar with varied proportions of human figure. 3. Become aware of special nature of learning how to draw and know the difference between process and product. 4. Experience the connection between eye and hand. 5. Observe the figure drawing in history to discover options and possibilities. 6. Become sensitive to the way art helps us understand ourselves and our world. 7. Trust and develop intuitive consciousness through figure drawing. 8. Be introduced to basic aesthetic principles: taste, judgement, expression, etc.		1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies. 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing. 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.	
Reason for change	New outcomes reflect greater range of critical, interpretive and creative skills associated with figure drawing.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Visual and Performing Arts and Design	Submitter name	Kim Manchester
		Phone	503-977-8025
		Email	kim.manchester@pcc.edu
Current prefix and number	ART 240	Proposed prefix and number	
Current course title	Digital Photo II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Digital Photo II - A studio experience in advanced digital photography. Develops computer proficiencies and aesthetic awareness in preparing and outputting images through digital capture, manipulation, editing, and presentation; explores visual culture and criticism past and present. May be taken 3 times for credit. Prerequisites: ART 140 or instructor permission.	Continues the student's study of digital photography as it relates to the creative arts, history, traditional & digital photographic media and visual culture in both a historical and contemporary context. Explores the student's unique artistic voice within the context of photographic practices, past and present and with special attention to placing their photographic works within a historical, social and cultural context. Develops creative problem solving with an emphasis on pushing the boundaries of digital photography to include a more personal practice. Establishes the critical skills necessary to evaluate

	photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions and artistic presentations. Promotes development of a professional photographic practice. Requires a (DSLR) Digital Single Lens Reflex Camera and/or a digital camera with manual exposure controls. Addendum to Course Description: May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	Course description was not specific enough, did not clearly describe the content of the course and did not require equipment that was integral to student success in the class.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Students will: • Continue to use digital photographic proficiency in order to produce works of art • Persist in understanding culture and society through comprehension of visual literacy • Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments	• Create work of a meaningful social and collaborative nature with other students in an environmentally and culturally aware context. Students will be encouraged to participate in Service Learning, or collaborative projects incorporating socially, culturally, and/or sustainably engaged practices. • Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. • Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Develop a ‘personal voice’ in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to digital photography, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about photography (specifically digital photography) with others. • Create personal works of photography, which demonstrate an increasingly advanced level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with digital photography and the digital medium as a whole • Develop a greater understanding, interpretation and

		enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.	
Reason for change	Needed to elaborate and be more specific about the outcomes as the original ones do not seem specific enough.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: ART 140 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes ☒ No			
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Visual and Performing Arts and Design	Submitter name	Kim Manchester
		Phone	503-977-8025
		Email	kim.manchester@pcc.edu
Current prefix and number	ART 243	Proposed prefix and number	
Current course title	The Photographic Portfolio	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Digital Photo II - A studio experience in advanced digital photography. Develops computer proficiencies and aesthetic awareness in preparing and outputting images through digital capture, manipulation, editing, and presentation; explores visual culture and criticism past and present. May be taken 3 times for credit. Prerequisites: ART 140 or instructor permission.	Provides framework in which students may pursue their artistic vision through creating a professional portfolio of photographic work. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions, reading, research and artistic presentations. Creates a student-centered learning environment in which collaboration, creative problem solving and the development of each student's artistic vision is supported. Develops the skills needed to create productive workflows

	and advances the student's knowledge of professional standards in the field of photography. Requires students to own or have access to their own camera. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission. Addendum to Course Description: May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	Course description was not specific enough, did not clearly describe the content of the course and did not require a piece of equipment that was integral to student success.

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

Current learning outcomes	New learning outcomes
Students will: • Continue to use digital photographic proficiency in order to produce works of art • Persist in understanding culture and society through comprehension of visual literacy • Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments	• Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create. • Create personal works of photography as part of a larger body of work, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with photography. • Further develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to photography, and expand their vocabulary to be able to actively participate in a critical dialogue about photography with others. • Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience. • Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.

Reason for change	Needed to elaborate and be more specific about the outcomes as the original ones do not seem specific enough.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: ART 143	☒ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: ART 143 or ART 140 or ART 240 or instructor permission	☐ Prerequisite	☐ Corequisite	☒ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair

Email

Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Smith
		Phone	971 722-8085
		Email	msmith@pcc.edu
Current prefix and number	Art 277	Proposed prefix and number	
Current course title	Life Painting	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Students study and paint the human form from professional models. Applying various painting techniques and concepts, students study the structure, form and proportions of the human figure. Emphasis is on personal development as an artist with attention to composition. Students will paint from a nude model. May be taken three times for credit.	Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit Pre-requisite: Requires six credits of painting with a grade

Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. Students are required to have completed six credit hours of painting with a grade of C or better and/or instructor's permission to enroll. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary Art 277 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	of C or better and/or instructor's permission to enroll.
Reason for change	Corrected description to include use of active verbs

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Through the process of learning to paint, begin to know and interpret the human figure. 2. Become familiar with varied proportions of the human figure. 3. Become aware of the special nature of learning how to paint. Know the difference between process and product. 4. Experience the connection between eye and hand. 5. Observe the history of figure painting to discover options and possibilities. 6. Become sensitive to the way art helps us understand ourselves and our world. 7. Trust and develop intuitive	Through study of the figure painting discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the figure painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and expand vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.

consciousness through figure painting. 8. Be introduced to basic aesthetic principles: taste, judgment, expression, etc.	4. Understand, interpret, and enjoy figure painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Smith
		Phone	971 722 8085
		Email	msmith@pcc.edu
Current prefix and number	Art 281	Proposed prefix and number	
Current course title	Painting II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Course Description A studio experience exploring ways of seeing and basic painting techniques, materials, and concepts while relating to historical and contemporary issues. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit.	Course Description Explores ways of seeing and elaborates on basic painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit.

Recommended: ART 116 and ART 181 Addendum to Course Description • The course may include demonstrations, slides, lectures, videos/films and field trips. • It is suggested that Art 181 be taken before enrolling in Art 281 which is a more advanced class that builds on the basic techniques and ideas developed in Art 181. • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary • Art 281 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	Recommended: ART 116 and ART 181
Reason for change	Change language to include use of active verb.

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

Current learning outcomes	New learning outcomes
1. Experience the process of learning to paint. 2. Become aware of the special nature of LEARNING to learn how to paint. 3. Experience the connection between eye and hand. 4. Observe painting through history to discover options and possibilities. 5. Become sensitive to the unique way art helps us to understand our world	Through study of the painting discipline students will: 1. Find and develop creative ways to solve increasingly complex problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an intermediate level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to

and ourselves. 6. Trust and develop intuitive consciousness through painting. 7. Create a personally meaningful body of work.	actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop an increasingly heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason
for
change

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☐ yes
☐ no

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

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☐ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Marie Sivak	msmivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Smith
		Phone	971 722 8085
		Email	msmith@pcc.edu
Current prefix and number	Art 284	Proposed prefix and number	
Current course title	Watercolor I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
A studio experience exploring basic watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to become more visually literate. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit.	Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: Art 131

Addendum to Course Description The course includes lectures, demonstrations, slides, video/films and field trips. It is suggested that Art 284 is taken before enrolling in Art 287 which is a more advanced class that builds on the basic techniques and ideas developed in Art 284. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 284 fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.	
Reason for change	Language has been changed to include the use of active verbs.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Begin to experience the process of learning to paint. 2. Begin to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor . 3. Become aware of the special nature of learning to learn how to paint watercolor. 4. To become aware of issues that are relevant to the artist working in the watercolor medium. 5. Experience the connection between seeing the subject and watching how paint and brush work on watercolor paper. 6. Learn to move water and paint on stretched watercolor paper. 7. Become sensitive to the way art helps us understand ourselves and our world. 8. Trust and develop intuitive consciousness	Through study of the watercolor discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others. 4. Understand, interpret, and enjoy painting of the

through watercolor painting.	past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason
for
change

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☐ yes
☐ no

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name	Mark Smith
		Phone	971 722-8085
		Email	msmith@pcc.edu
Current prefix and number	Art 287	Proposed prefix and number	
Current course title	Watercolor II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
A studio experience exploring basic and more advanced watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to become more visually literate. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission.	Explores basic and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission.

Addendum to Course Description The course includes lectures, demonstrations, slides, video/film and field trips. At least a term of Watercolor I, Art 284 with a grade of "C" or better or instructor's permission required to enroll. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 287 fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.	
Reason for change	Language changed to include use of active verbs. Description has been edited to exclude non-essential material.

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

Current learning outcomes	New learning outcomes
1. Continue to experience the process of learning to paint with watercolors. 2. Continue to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor. 3. Become aware of the special nature of learning to learn how to paint watercolor. 4. To become aware of issues that are relevant to the artist working in the watercolor medium. 5. Experience the connection between seeing the subject and watching how paint and brush work on paper. 6. Learn to move water and paint on stretched watercolor paper. 7. Become sensitive to the way art helps us understand ourselves and our world. 8. Trust and develop intuitive consciousness through watercolor painting.	Through study of the watercolor discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate an intermediate level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a broadening vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human

		experience. 5. Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☐ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Christine Weber 8332 christine.weber15@pcc.edu
Course Prefix and Number:	Art 214	# Credits:	4
Course Title: (60 characters max)	History of Graphic Design	Transcript Title (30 characters max)	History of Graphic Design
Can this course be repeated?	☐ Yes ☒ No How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title	
	☒ No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Explores the history of graphic design from the earliest communication technologies to the present, with a focus on the Modern era. Examines changes in style and technology within the field and considers the relationship between graphic design and its cultural, political and social contexts. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		

Addendum to Course Description:	Required for students in the graphic design program.

General Education/Discipline Studies Standard Prerequisite Approval

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

☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what 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)	1. Recognize graphic design as representative of the historical moment in which it was produced, while acknowledging its effect on later developments in design. 2. Identify the impact of social, cultural, technological and economic developments on design. 3. Utilize a critical vocabulary to discuss, write about, and create graphic design. 4. Think critically about the relationship between form, context and meaning in visual communication. 5. Articulate the relationships between graphic design, the history of visual culture and world history to enhance civic and global engagement. 6. Apply knowledge of the history of graphic design, visual communication and technology to design projects and/or encounters with visual culture outside of the classroom.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment tools may include: • informal and formal responses to discussion questions • analysis and evaluation of reading assignments • visual and contextual analysis of graphic design in writing assignments and exams • journals assessing learning in and out of the classroom • research projects resulting in papers or presentations • class field trips
Course Content: Themes,	Theoretical • critical interpretations of graphic design

Concepts, Issues and Skills: (from CCOG)	• graphic design and gender, post colonial and post modern theories • communication techniques and the media • thinking critically about visual culture • technological and communication paradigm shifts Stylistic and Interpretive • techniques and media used in graphic design • graphic design and technologies • formal elements and principles of design • relationships between form and content Social and Cultural • world histories, values, and cultures as they relate to design • design and economics • design and the social fabric • design and religion • design and politics • design and gender • design as a cultural object • the historical impact of design and technology • the influence of design on how cultures are viewed • the role of the designer in society COMPETENCIES AND SKILLS: The successful student should be able to: • Work creatively with art-historical data, using it to better understand graphic design history. • Assess the ways in which graphic design is affected by the viewer's vantage point. • Articulate the relationship between graphic design and its historical, social and political context. • Recognize and discriminate among various styles of graphic design and their cultural impact. • Conduct a formal analysis of a work of graphic design and articulate the way its elements are interrelated. • Research and write coherently about design. • Use knowledge gained in the course to study graphic design, multi-media, art history, fine art, anthropology or history at a four- year institution.
Reason for the new course	We developed this course specifically for students in the Graphic Design program at PCC. We've worked closely with the director of the program, Cece Cutsforth, to ensure that the course will provide what her students require, a higher level and more in-depth survey of the history of graphic design. However, the course was also designed as a lower divisions general education course for other PCC students transferring to 4-year institutions.

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	Oregon State University – transfer as ART LDT, also core curriculum for BA, BFA, or BS of Fine Arts University of Oregon – transfer as one of the 3 courses in Art History required for an Art degree, also core curriculum for BA, BS, or BFA in Art Southern Oregon University – can use for University Studies, the Gen Ed program at SOU Western Oregon University – Art LD elective transfer Eastern Oregon University – satisfies Gen Ed curriculum in Aesthetics and Humanities, transfer class applies to the BA or BS in Multidisciplinary Studies Portland State University – lower division course for BA or BS in Art Practices, Art History Concentration, and BA or BS in Graphic Design This course is equivalent to PSU's Art 290, History of Modern Graphic Design.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☒ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☒ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	Graphic Design Program, Associate of Applied Science Degree # credits: 4

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	If this course is approved by the curriculum committee, it will be required for all students who wish to complete the Graphic Design Program.

Impact on other Programs and Departments

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	We developed this course because of the need for a more complex, 200-level history of graphic design course in the art history curriculum. We have been working with Cece Cutsforth, head of the graphic design program so that PCC graphic design students will be able to transfer the course easily to a 4-year institution such as PSU.

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.	We plan to teach this course at all 3 of the major PCC campuses as soon as possible after approval. It will not impact any other department.

Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Kate Dins	kdins@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Arts and Letters 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
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ART 101	Course Title:	Understanding Architecture
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ART 101	Course Title:	Understanding Architecture

Course Description:	Introduces aesthetic, historical, and critical issues of architecture. Presents buildings, gardens, fountains, malls and public spaces in terms of experiencing, appreciating and understanding roles of architecture in the urban world and as reflections of human interaction with the socio-political and physical environment. The series ART 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Intended Outcomes for the course • recognize functional, structural, and aesthetic qualities in architecture and read visual and experiential elements, architectural and cultural styles, and symbols • view the urban world "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work of architecture, its origins and precedent, its potential as an inspiration and influence on later architecture, and its relationship to a particular cultural moment • decipher architecture through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value the architecture of the urban world in all-encompassing global ways

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts

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.	- view the urban world "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work of architecture, its origins and precedent, its potential as an inspiration and influence on later architecture, and its relationship to a particular cultural moment - generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	recognize functional, structural, and aesthetic qualities in architecture and read visual and experiential elements, architectural and cultural styles, and symbols
F. Aesthetic and artistic values.	recognize functional, structural, and aesthetic qualities in architecture and read visual and experiential elements, architectural and cultural styles, and symbols
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that	1., 2., 3., recognize functional, structural, and aesthetic qualities in architecture

clearly reflect the above outcomes and criteria.*	and read visual and experiential elements, architectural and cultural styles, and symbols <i>Explanation:</i> <i>(1.) ART101 students are introduced to the basic functions, structures, and aesthetic qualities of architecture, and they practice applying these qualities to buildings in observation, in writing, and in discussion. (2.) In the process of this practice using specific terminology of art and architectural analysis, (3.) students recognize the development of architectural styles and appraise patterns and symbols in architecture across historical times.</i> 4., • decipher architecture through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value the architecture of the urban world in all-encompassing global ways <i>Explanation:</i> <i>(4.) In the study of formal critique and history of architecture in this course, students begin to recognize the significance of the relationship of the urban world to culture from political implications to economic ramifications behind the styles of architecture. The practice of analyzing architecture can be carried over to the similar approaches to analyses of other works of visual art and design.</i> 5., • view the urban world "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work of architecture, its origins and precedent, its potential as an inspiration and influence on later architecture, and its relationship to a particular cultural moment <i>Explanation:</i> <i>(5.) While students practice understanding architecture (formally, structurally, aesthetically, historically, socially, and politically), they reflect on their individual responses as a function of history and culture.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students synthesize material related to the function, structure, and aesthetic qualities of architecture throughout history in addition to analyzing architecture face-to-face. They explore these basic elements of architecture through lecture, discussion, tests and quizzes, essays and papers, projects, field trips, and journals. Depending on the assessment, students analyze architecture visually-experientially; analyze architecture contextually from artistic to cultural to social to political to historical approaches; and analyze architecture while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore structure, function, and aesthetic qualities of architecture throughout history and from a variety of different cultures, they understand how architecture expresses the values and ethics of societies. These skills of visual-experiential and contextual analysis from this course create confidence in students to engage in local and global issues, especially around cultural meaning and expression through architecture.

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

Arts and Letters 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
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ART 102	Course Title:	Understanding the Visual Arts
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ART 102	Course Title:	Understanding the Visual Arts

Course Description:	Introduces aesthetic, historical, and critical issues of the visual arts. Presents aspects of drawing, painting, sculpture and craft in terms of experiencing, appreciating and understanding their roles in our lives. The series ART 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Intended Outcomes for the course - Recognize formal qualities in two- and three-dimensional arts and read visual elements, artistic and cultural styles, and symbols - view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment - decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts - generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts
B. Appreciation of history both from a global perspective and from a	view works of art "dynamically," that is, to appreciate and view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and

personal perspective, including an awareness of the role played by gender and by various cultures.	precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	recognize formal qualities in two- and three-dimensional arts and read visual elements, artistic and cultural styles, and symbols
F. Aesthetic and artistic values.	recognize formal qualities in two- and three-dimensional arts and read visual elements, artistic and cultural styles, and symbols
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1., 2., 3., recognize formal qualities in two- and three-dimensional arts and read visual elements, artistic and cultural styles, and symbols <i>Explanation:</i> (1.) ART102 students are introduced to specific terminology of visual analysis of art in order to describe, analyze, and interpret visual art. They

	<i>practice visual analysis in observation, in writing, and in discussion. As analysis deepens, (2.) students add historical approaches of analysis through (3.) recognition of period styles, patterns, and symbols in art.</i> 4., • decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways <i>Explanation:</i> <i>(4.) In the study of visual analysis of art, students recognize the significance of the relationship of art to society and culture to style. The practice of analyzing visual art can be carried over to similar approaches to analyses of architecture and other works of design.</i> 5., • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment <i>Explanation:</i> <i>(5.) While students practice understanding visual arts (formally, aesthetically, historically, socially, and politically,) they reflect on the ways in which an art object is affected by their own vantage point and in turn by history and culture.</i>

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students synthesize material related to the visual, formal, technical, and stylistic qualities of art throughout history and across cultures in addition to analyzing two- and three-dimensional art face-to-face. They explore these basic elements of visual arts through lecture, discussion, tests and quizzes, essays and papers, projects, field trips, and journals. Depending on the assessment, students analyze fine art and craft visually-experientially; analyze fine art and craft contextually from artistic to cultural to social to political to historical approaches; and analyze fine art and craft while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore visual, formal, technical, and stylistic qualities of art and craft throughout history and from a variety of different cultures, they understand how art expresses the values and ethics of societies. These skills of visual-experiential and contextual analysis from this course create confidence in students to engage in local and global issues, especially around cultural meaning and expression through art and craft.

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

Arts and Letters 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
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ART 103	Course Title:	Understanding New Media Arts
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ART 103	Course Title:	Understanding New Media Arts

Course Description:	Introduces aesthetic, historical, and critical issues of new media arts and design. Presents aspects of printmaking, photography, graphic design, video, film, performance, installation, and other forms of time-based art in terms of experiencing, appreciating and understanding their roles in our lives. The series ART 101, 102, 103 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Intended Outcomes for the course • Recognize formal qualities in new media arts and read visual elements, artistic and cultural styles, and symbols • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • decipher new media arts and design through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value new media arts and design in all-encompassing global ways

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• decipher new media arts and design through understanding of historical, social, cultural, economic, and political contexts
B. Appreciation of history both from a global	• view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value new media arts and design in all-encompassing global ways
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	• Recognize formal qualities in new media arts and read visual elements, artistic and cultural styles, and symbols
F. Aesthetic and artistic values.	• Recognize formal qualities in new media arts and read visual elements, artistic and cultural styles, and symbols
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1., 2., 3., • recognize formal qualities in new media arts and read visual elements, artistic and cultural styles, and symbols <i>Explanation:</i> (1.) ART103 students are introduced to specific terminology of visual analysis related to new media arts, from printmaking to photography to

	<i>design to forms of time-based art, in order to describe, analyze and interpret these art forms. Students recognize different art processes and techniques. They practice visual analysis in observation, in writing, and in discussion. As analysis deepens, (2.) students add historical approaches of analysis while recognizing the modern and contemporary aspects of these works through styles, patterns, and symbols.</i> 4., • decipher new media arts and design through understanding of historical, social, cultural, economic, and political contexts • generalize course content to other art not covered in the course so that he/she can understand and value new media arts and design in all-encompassing global ways <i>Explanation:</i> <i>(4.) In the study of visual analysis of art, students recognize the significance of the relationship of new media arts to society and culture to style with particular focus on the impact of modern technology on art. The practice of analyzing art can be carried over to similar approaches to analyses of architecture and more traditional forms of visual art.</i> 5., • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment <i>Explanation:</i> <i>(5.) While students practice understanding new media arts (formally, aesthetically, historically, socially, and politically,) they reflect on the ways in which an art object is affected by their own vantage point and in turn by history and culture.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students synthesize material related to the visual, formal, technical, and stylistic qualities and changes of new media arts throughout history and across cultures in addition to analyzing works face-to-face. They explore these basic elements of art and design through lecture, discussion, tests and quizzes, essays and papers, projects, field trips, and journals. Depending on the assessment, students analyze art visually-experientially; analyze works contextually from artistic to cultural to social to political to historical approaches; and analyze works while recognizing their own position in critique.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore visual, formal, technical, and stylistic qualities of new media arts throughout history, especially modern history, and from a variety of different cultures, they understand how art expresses the values and ethics of societies, and has the power of persuasion, as in advertising. These skills of visual-experiential and contextual analysis from this course create confidence in students to engage in local and global issues, especially around cultural meaning and expression through art and new technological processes.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Andres	mandres@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 131	Course Title:	Introduction to Drawing
Course Credits:	3 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Explore basic perceptual drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Develop critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit.		
Course Outcomes:	1. Apply creative ways to solve problems using a variety of strategies for making drawings. 2. Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience. 4. Employ perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.		

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

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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.	Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Employ perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.
D. Ability to reason qualitatively and quantitatively.	Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.
E. Ability to conceptually organize experience and discern its meaning.	Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.
F. Aesthetic and artistic values.	Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.
G. Understanding of the ethical and social requirements of responsible citizenship.	Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

1. Apply creative ways to solve problems using a variety of strategies for making drawings.
2. Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.
3. Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.
4. Employ perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.

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

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

- ❖ In this course students create drawings that demonstrate an introductory level of understanding of graphic ideas, and the processes, materials, and techniques associated with drawing. By engaging in the process of drawing they find and develop ways of solving problems using a variety of strategies and techniques of working with a variety of drawing media. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others. Ultimately the course gives them the ability to understand, interpret, and enjoy drawing of the past and the

	present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ,
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Various materials and modes of drawing have been used by many different cultures for many thousands of years. These materials continue to be used today to create works of art. As the students engage in creating their own drawings they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve perceptual and conceptual visualization problems using a variety of strategies. They develop a knowledge of the history of drawing materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making drawings, looking at historical and contemporary examples of drawings, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

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:

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Manchester	kim.manchester@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	140	Course Title:	Digital Photography

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Introduces the medium of digital photography & photographic image making as it relates to the creative arts, & media in a diverse cultural, social and chronological context. Explores concepts of photography, processes and basic use of related equipment, as well as core principles and technology in preparation for continuing fine art and media based work. Encourages students to engage in the digital photographic medium and develop their artistic practice using peer critique and self-reflection to understand how their own histories influence their work. Requires that students own or have access to their own digital camera with manual exposure controls. Digital single-lens-reflex (DSLR) cameras are preferred but not required. Recommended: ART 141 or ART 142.

Course Outcomes:	• Find and develop creative ways to solve problems using a variety of strategies for making digital photographic works with the resources on hand considering both the artistic and environmental impact of the works they create. • Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of digital photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make. • Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of digital photography - its applications, modes of capture & manipulation. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others. • Establish self-critiquing skills so as to develop

	autonomous expression through their digital photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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- * 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

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- 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.	Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. - Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of digital photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make. - Establish self-critiquing skills so as to develop autonomous expression through their digital photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures.

C. Understanding of themselves and their natural and technological environments.	- Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of digital photography - its applications, modes of capture & manipulation. - Find and develop creative ways to solve problems using a variety of strategies for making digital photographic works with the resources on hand considering both the artistic and environmental impact of the works they create.
D. Ability to reason qualitatively and quantitatively.	- Find and develop creative ways to solve problems using a variety of strategies for making digital photographic works with the resources on hand considering both the artistic and environmental impact of the works they create. - Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others.
E. Ability to conceptually organize experience and discern its meaning.	- Find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand considering both the artistic and environmental impact of the works they create. - Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others.
F. Aesthetic and artistic values.	- Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. - Establish self-critiquing skills so as to develop autonomous expression through their digital photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures. - Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of digital photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make.
G. Understanding of the ethical and social	Find and develop creative ways to solve problems using a variety of strategies for making digital photographic

requirements of responsible citizenship.	works with the resources on hand considering both the artistic and environmental impact of the works they create. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others. • Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of digital photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make. • Establish self-critiquing skills so as to develop autonomous expression through their digital photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1,3,4,5 Find and develop creative ways to solve problems using a variety of strategies for making digital photographic works with the resources on hand considering both the artistic and environmental impact of the works they create. 1,2,3,4,5 Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of digital photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make. 2,3,4,5 Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. 1,3 Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of digital photography - its applications, modes of capture & manipulation. 1,2,3,5 Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others. 1,2,3,4,5 Establish self-critiquing skills so as to develop autonomous expression through their digital photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures.

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

How does the course enable a student to "interpret	In this course students create personal photographic works, which demonstrate an introductory level of understanding of photographic ideas, and the processes, materials, and techniques associated with photography. By engaging in the process of learning about and creating photographic works they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and develop a basic

and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?*	vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?*	Photography has a rich past rooted in the sciences & communication media as well as visual culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Manchester	kim.manchester@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	ART 141	Course Title:	Intro to Photography

Course Credits:	3 credits	Gen Ed Category:	Arts and Letters

Course Description:	Explores the medium of photography & photographic image making as it relates to the creative arts, history, media and culture in both a historical and contemporary context. Introduces concepts, processes and basic use of related equipment, principles and technology in preparation for continuing fine art and media based work. Establishes a broad foundation of photography from analog to digital practices. Engages the students in the photographic medium and develop their artistic practice using peer critique and self-reflection to understand how their own histories influence their work. Requires that students must own or have access to their own camera. Film (SLR) or digital (DLSR) cameras are preferred but not required. Students will be responsible for processing their own images.

Course Outcomes:	• Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography. • Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of photography - students will be able adapt their experience from this class to analog and digital modes of capture & manipulation fluidly. • Find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand considering both the artistic, political, social & environmental impact of the works they create. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. • Consider the relationship between the viewer and the photographic image, create work and engage in discussion about the role of art in social practice, and specifically photography's potential to engage, involve and inspire socially, politically and personally. • Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns.

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.	• Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	• Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography. • Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns.
C. Understanding of themselves and their natural and technological environments.	• Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns. • Find and develop creative ways to solve problems using a variety of strategies for making photographic works with

	the resources on hand considering both the artistic, political, social & environmental impact of the works they create. •
D. Ability to reason qualitatively and quantitatively.	• Find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand considering both the artistic, political, social & environmental impact of the works they create. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. • Consider the relationship between the viewer and the photographic image, create work and engage in discussion about the role of art in social practice, and specifically photography's potential to engage, involve and inspire socially, politically and personally. • Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of photography - students will be able adapt their experience from this class to analog and digital modes of capture & manipulation fluidly.
E. Ability to conceptually organize experience and discern its meaning.	• Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of photography - its applications, mechanical and digital modes of capture & manipulation and its integral role in visual culture.
F. Aesthetic and artistic values.	• Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns. • Consider the relationship between the viewer and the photographic image, create work and engage in discussion about the role of art in social practice, and specifically photography's potential to engage, involve and inspire socially, politically and personally.
G. Understanding of the ethical and social requirements of responsible citizenship.	• Consider the relationship between the viewer and the photographic image, create work and engage in discussion about the role of art in social practice, and specifically photography's potential to engage, involve and inspire socially, politically and personally. • Find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand considering both the artistic, political, social & environmental impact of the works they create. • Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

1,2,3,4,5 Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

1,5 Engage in and demonstrate an introductory level of skill in the anatomy and principles of the core elements of photography – students will be able adapt their experience from this class to analog and digital modes of capture & manipulation fluidly.

2,3,4,5 Find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand considering both the artistic, political, social & environmental impact of the works they create.

2,3,4,5 Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others.

2,3,4,5 Consider the relationship between the viewer and the photographic image, create work and engage in discussion about the role of art in social practice, and specifically photography's potential to engage, involve and inspire socially, politically and personally.

	2,3,4,5 Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal photographic works, which demonstrate an introductory level of understanding of photographic ideas, and the processes, materials, and techniques associated with traditional and digital photography. By engaging in the process of learning about and creating photographic works they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Photography has a rich past rooted in the sciences & communication media as well as visual culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Manchester	kim.manchester@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	ART 142	Course Title:	Intro to Black & White Photography (Darkroom)

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Explores black and white darkroom photographic processes, techniques and concepts while addressing historical and contemporary issues specific to photography. Introduces the basic concepts of Black and White photography, wet processes and basic use of darkroom related equipment, principles and technology in preparation for continuing work in the visual arts. Encourages students to engage in darkroom photography & to develop their photographic practice using peer critique and self-reflection to understand how their own and other's histories influence their work. Requires that students own or have access to a 35mm film camera with adjustable exposure controls.

Course Outcomes:	• Engage in and demonstrate an introductory level of skill in the operations of the analog camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image exposure to print. • Establish self-critiquing skills so as to develop autonomous expression through their Black and White photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures. • Understand, interpret and enjoy Black and White photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. • Find and develop creative ways to solve problems using a variety of strategies for making Black and White photographs with the resources on hand considering the artistic and environmental impact & sustainability of the methods they use and the works they create. • Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the

	medium of darkroom & black and white photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make.

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.	• Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of darkroom & black and white photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	• Understand, interpret and enjoy Black and White photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.

C. Understanding of themselves and their natural and technological environments.	• Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of darkroom & black and white photography as well as how their personal histories, contemporary and

	historical photographic issues, genres and concerns influence the work they make. • Engage in and demonstrate an introductory level of skill in the operations of the analog camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image exposure to print. • Find and develop creative ways to solve problems using a variety of strategies for making Black and White photographs with the resources on hand considering the artistic and environmental impact & sustainability of the methods they use and the works they create. •
D. Ability to reason qualitatively and quantitatively.	• Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. • Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of darkroom & black and white photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make • Find and develop creative ways to solve problems using a variety of strategies for making Black and White photographs with the resources on hand considering the artistic and environmental impact & sustainability of the methods they use and the works they create. •
E. Ability to conceptually organize experience and discern its meaning.	• Engage in and demonstrate an introductory level of skill in the operations of the analog camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image exposure to print. • Establish self-critiquing skills so as to develop autonomous expression through their Black and White photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures. • Understand, interpret and enjoy Black and White photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. •
F. Aesthetic and artistic values.	• Integrate the elements of composition, intent, point-of-view and demonstrate a level of awareness of both their own images as well as other's through peer critique and

	self-evaluation. • Take artistic risks while seeking to evolve creative ways to solve problems using a variety of strategies that are both technically and aesthetically based.
G. Understanding of the ethical and social requirements of responsible citizenship.	• Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of darkroom & black and white photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. • Understand, interpret and enjoy Black and White photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly	• 1,3, Engage in and demonstrate an introductory level of skill in the operations of the analog camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image exposure to print. • 1,2,3,4,5 Establish self-critiquing skills so as to develop autonomous expression through their Black and White photographic practice while recognizing the standards and influences established by both contemporary and historical works of art from different cultures. • 2,3,4,5 Understand, interpret and enjoy Black and White photography from

reflect the above outcomes and criteria.*	different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • 1,2, 3, 5 Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. • 1, 3,4, 5 Find and develop creative ways to solve problems using a variety of strategies for making Black and White photographs with the resources on hand considering the artistic and environmental impact & sustainability of the methods they use and the works they create. • 1,2,3,4, 5 Create personally significant photographic work demonstrating an introductory level of awareness of photographic ideas and techniques as related to the medium of darkroom & black and white photography as well as how their personal histories, contemporary and historical photographic issues, genres and concerns influence the work they make.

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal works of photography, which demonstrate an introductory level of understanding and skill in the operations of the camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image capture to print. They take artistic risks while seeking to evolve creative ways to solve problems using a variety of strategies that are both technically and aesthetically based and engage in and demonstrate an introductory level of skill in the operations of the camera including capturing images on and processing film as well as printing in the darkroom and manipulating the equipment, tools and resources in each phase of image capture to print. They learn to explore the issues of representation and the viewer at an introductory level and work in order to be able to consider and discuss the social and ethical questions that arise specific to photography such as issues including social responsibility, representation, truth, trust and the power on either side of the lens. Students are asked to integrate the elements of composition, intent, point-of-view and demonstrate a level of awareness of both their own images as well as other's through peer critique and self-evaluation. Throughout the course students are asked and endeavor to understand, interpret and enjoy photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage	Photography has a rich past rooted in the sciences & communication media as well as visual culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Manchester	kim.manchester@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	ART 143	Course Title:	Photo II

Course Credits:	3 credits	Gen Ed Category:	Arts and Letters

Course Description:	Follows Art 142 in a sequence. Provides a hands-on experience in a broad range of advanced darkroom techniques involving a deeper understanding of film development, printing, finishing, and the presentation of photographic imagery. Develops a personal photographic language based on technical knowledge, design principles, exposure to the history of the medium, and the development of conceptual abilities through critical evaluation and critique of photographic images. Establishes a more advanced technical and conceptual level of ability, from which students begin to build an artistic and expressive portfolio of photographs. Requires students to own or have access to a camera with manual exposure controls. Prerequisites: ART 142 or instructor permission

Course Outcomes:	• Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present. • Engage in and demonstrate an intermediate and increasingly sophisticated level of skill in the operations of the camera and primarily film-based photographic modes of image-making; expanding into a variety of film formats, photographic alternative and / or hybrid processes and techniques. • Continue to find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand developing a strategy to work sustainably and responsibly considering both the artistic and environmental impact of their photographic images. • Ask meaningful questions, identify ideas and issues, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about darkroom photography with others. • Further develop self-critiquing skills so as to develop autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Create personally significant photographic work demonstrating an intermediate level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns.

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.

- Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present.

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.

- Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present.

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

- Create personally significant photographic work demonstrating an intermediate level of awareness of photographic ideas and techniques as well as personal histories
- Continue to find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand developing a strategy to work sustainably and responsibly considering both the artistic and environmental impact of their photographic images.
- Further develop self-critiquing skills so as to develop autonomous

	expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
D. Ability to reason qualitatively and quantitatively.	• Further develop self-critiquing skills so as to develop autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Ask meaningful questions, identify ideas and issues, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about darkroom photography with others. • Continue to find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand developing a strategy to work sustainably and responsibly considering both the artistic and environmental impact of their photographic images.
E. Ability to conceptually organize experience and discern its meaning.	• Engage in and demonstrate an intermediate and increasingly sophisticated level of skill in the operations of the camera and primarily film-based photographic modes of image-making; expanding into a variety of film formats, photographic alternative and / or hybrid processes and techniques. • Further develop self-critiquing skills so as to develop autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Ask meaningful questions, identify ideas and issues, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about darkroom photography with others.
F. Aesthetic and artistic values.	• Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present. • Ask meaningful questions, identify ideas and issues, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about darkroom photography with others. • Create personally significant photographic work demonstrating an intermediate level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns. • Further develop self-critiquing skills so as to develop autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of	• Continue to find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand developing

responsible citizenship.	a strategy to work sustainably and responsibly considering both the artistic and environmental impact of their photographic images. • Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

1,2,3,4,5Deepens the students understanding, level of interpretation and enjoyment of darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present.

1,3,5Engage in and demonstrate an intermediate and increasingly sophisticated level of skill in the operations of the camera and primarily film-based photographic modes of image-making; expanding into a variety of film formats, photographic alternative and / or hybrid processes and techniques.

1,2,3,5Continue to find and develop creative ways to solve problems using a variety of strategies for making photographic works with the resources on hand developing a strategy to work sustainably and responsibly considering both the artistic and environmental impact of their photographic images.

1,2,3,4,5Ask meaningful questions, identify ideas and issues, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about darkroom photography with others.

1,2,3,4,5Further develop self-critiquing skills so as to develop autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

1,2,3,4,5Create personally significant photographic work demonstrating an intermediate level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues,

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

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.

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Smith	msmith@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 181	Course Title:	Painting I

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Explores basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: Art 116

Course Outcomes:	Through study of the painting discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

- * 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.	Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.
D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium.

E. Ability to conceptually organize experience and discern its meaning.	Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
F. Aesthetic and artistic values.	Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria #1

- Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium.
- Create personal works of art, which demonstrate an introductory level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint.

Criteria #2

- Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
- Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Criteria #3

- Understand, interpret, and enjoy painting of the past and the

	present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. Criteria #4 • Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 • Create personal works of art, which demonstrate an introductory level of understanding of the painting discipline, and the processes associated with paint media. • Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art materials, and techniques associated with creating 2-dimensional imagery with paint.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal, two-dimensional works of art, which demonstrate an introductory level of understanding of painting ideas, and the processes, materials, and techniques associated with the painting discipline. By engaging in the process of painting, they find and develop ways of solving problems using a variety of strategies and techniques associated with the painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to	Various methods of painting have been used by many different cultures for thousands of years. Visual communication through images continues to be a dominant form of expression in the environments we inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a

engage more fully in local and global issues"?**

heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making paintings, looking at historical and contemporary examples of paintings, and participating in critical dialogue. Students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

General Education/Discipline Studies List Request Form

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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:

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(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christine Weber	christine.weber15@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 204	Course Title:	History of Western Art

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Paleolithic, Ancient Near Eastern, and Aegean cultures, beginning about 30,000 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Course Outcomes:	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists • Understand and value the art and architecture of the ancient world in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

members will use the following criteria when evaluating the request:

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

A. Understanding of their culture and how it relates to other cultures.	- Students view ancient artifacts "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence on later art, and its relationship to a particular cultural moment. - Students consider the influence of ancient art and archaeology on their own culture and the influence of ancient cultures on contemporary global relationships.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Students use historical, social and political contexts to analyze ancient artifacts and cultures from the Paleolithic period to the Hellenistic era. - Again, students consider the influence of art and archaeology on their own culture and the influence of ancient art on global cultures today.
C. Understanding of themselves and their natural and technological environments.	Students assess the ways ancient artifacts are affected by their own vantage points. They are encouraged to make connections between artifacts made by a variety of different cultures and their own cultural experiences today.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students appreciate simultaneously the uniqueness of an ancient artifact, its origins and precedent, its potential as an influence on later art, and its relationship to a particular cultural moment.
F. Aesthetic and artistic values.	- Students recognize and discriminate among various styles of art and visual communication made by ancient cultures. - Students analyze ancient artifacts formally and appreciate the interrelationship of their elements.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students consider the influence of ancient cultures on their own culture and the influence of art history on global cultural relationships to enhance civic and global engagement.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria 1:

- View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists

Explanation:

In Art 204 students learn specific terminology of visual analysis and use it to describe, analyze, and interpret ancient artifacts. They practice visual analysis in observation, writing, and discussion throughout the term. They also work creatively with art historical data, using it to understand the principles of art history. Finally they are asked to recognize and appraise patterns in historical phenomena and trace the transformation of ancient cultural production from one period to another.

Criteria 2:

- Understand and value the art and architecture of the ancient world in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment

Explanation:

Students analyze ancient artifacts formally and appreciate the interrelationship of their elements. Students also analyze the relationship between ancient artifacts and their historical, social, and political contexts.

	Criteria 3: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement <i>Explanation:</i> <i>Students learn the iconography and symbolism of ancient artifacts. They are asked to recognize and discriminate among various periods and styles of ancient cultural production and trace the development of ancient artifacts from one period to another.</i> Criteria 4: View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists <i>Explanation:</i> <i>Students learn how to analyze ancient artifacts by connecting their form to the historical, social, and political context in which they were made. They identify the impact of social, cultural, technological and economic developments on ancient art in order to consider the relationship between art and society and between culture and style. This connects the art history survey to disciplines as varied as history, sociology, political science, literature, archaeology and anthropology.</i> Criteria 5: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists • Understand and value the art and architecture of the ancient world in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment <i>Explanation:</i> <i>Students constantly assess the ways an ancient artifact or art object is affected by their own vantage point. Throughout the term they articulate the relationships between artifacts, ancient cultures and the contemporary world to enhance their civic and global engagement.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students analyze prehistoric and ancient artifacts visually and contextually, making connections between the elements of design and the social and political context in which these objects were produced. Students explore the conventions and techniques of visual images from the ancient world and consider the long history of global communication and artistic expression. This course uses lecture, discussion, tests, quizzes, essays and papers, projects and field trips to encourage students to interpret and creatively engage with prehistoric and ancient cultures.

How does the course enable	Students examine the origins and influences of aesthetic traditions in Europe,

a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

Africa and the Near East, through the lens of art and culture in the ancient world. They explore the ways that art and culture are related by analyzing and synthesizing historical and art historical events in the ancient world. Students make connections between the history of visual images and developments in ancient cultures and reflect on the political and social implications of ancient art history. They also consider how their own cultural experiences and knowledge of Western culture has shaped their understanding of global art making practices and informed their understanding of the ancient world.

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

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christine Weber	christine.weber15@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 205	Course Title:	History of Western Art

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers Late Antiquity, Early Christian and Medieval periods, beginning about 500 BCE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available

Course Outcomes:	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras • Understand and value art and architecture from the Ancient Roman world through the Gothic era and recognize the persisting influence of its styles and concepts on our current cultural environment

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	- Students are encouraged to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. - Students consider the influence of art on their own culture and the influence of late antiquity and medieval cultures on contemporary global relationships.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Students examine the relationship between art, architecture, society, culture and styles from the Late Roman world to the Gothic era. - Students use the historical, social and political context of Late Antique and Medieval cultures to analyze the "meaning" of art objects. - Again, students consider the influence of art and architecture on their own culture and the influence of art on global cultural relationships.
C. Understanding of themselves and their natural and technological environments.	Students constantly assess the ways a work of art is affected by their own vantage points. They are encouraged to make connections between art made by a variety of different cultures and their own cultural experiences today.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students appreciate simultaneously the uniqueness of an art object, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.
F. Aesthetic and artistic values.	- Students recognize and discriminate among various styles of art and visual communication made by medieval cultures. - Students analyze art objects formally and appreciate the interrelationship of their elements.
G. Understanding of the ethical and social requirements of responsible citizenship.	- Students constantly consider the relationships between art and economics, religions, politics, and social change. - Students consider the influence of ancient and medieval cultures on their own culture and articulate the relationships between medieval art and contemporary world history to enhance their civic and global engagement.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria 1:

- Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras

Explanation:

In Art 205 students are introduced to specific terminology of visual analysis in order to describe, analyze, and interpret late antique and medieval objects. They practice visual analysis in observation, writing, and discussion throughout the term. They also work creatively with art historical data, using it to understand the principles of art history. Finally they are asked to recognize and appraise patterns in historical phenomena and trace the transformation of medieval cultural production from one period to another.

Criteria 2:

- Understand and value art and architecture from the Ancient Roman world through the Gothic era and recognize the persisting influence of its styles and concepts on our current cultural environment

Explanation:

Students analyze late antique and medieval art formally and appreciate the interrelationship of their elements. Students also analyze the relationship between medieval artifacts and their historical, social, and political contexts.

	Criteria 3: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement <i>Explanation:</i> <i>Students learn the iconography and symbolism of late antique and medieval art. They are asked to recognize and discriminate among various periods and styles of cultural production and trace the development of artifacts and buildings from one period to another.</i> Criteria 4: • Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras <i>Explanation:</i> <i>Students learn how to analyze medieval art by connecting their form to the historical, social, and political context in which they were made. They identify the impact of social, cultural, technological and economic developments on medieval art in order to consider the relationship between art and society and between culture and style. This connects the art history survey to disciplines as varied as history, sociology, political science, literature, archaeology and anthropology.</i> Criteria 5: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras • Understand and value art and architecture from the Ancient Roman world through the Gothic era and recognize the persisting influence of its styles and concepts on our current cultural environment <i>Explanation:</i> <i>Students are constantly asked to assess the ways in which a medieval artifact or art object is affected by their own vantage point. Throughout the term they consider the relationship of art to society and culture to style. More importantly they articulate the relationships between medieval art and architecture, medieval cultures and the contemporary world to enhance civic and global engagement.</i>
	*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students analyze Ancient Roman and Medieval art and architecture visually and contextually. They make connections between the elements of design and the social and political context in which these objects were produced. Students explore the conventions and techniques of visual images from the medieval world and consider the long history of global communication and artistic expression. This course uses lecture, discussion, tests, quizzes, essays and papers, projects and field trips to encourage

	students to interpret and creatively engage with late antique and medieval cultures.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Through the lens of art and culture from late antiquity through the rise of Christian and Islamic art, students examine the origins and influences of aesthetic traditions in Europe, North Africa and the Near East. They explore the ways that art and culture are related, making connections between the history of visual images and political and social changes from late antiquity to the medieval era. Students are encouraged to reflect on the political and social implications of medieval art and consider how their own cultural experiences and knowledge of Western culture has shaped their understanding of global art making practices and informed their understanding of the medieval world.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

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:

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christine Weber	christine.weber15@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 206	Course Title:	History of Western Art

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Renaissance and Baroque periods, beginning about 1300 CE. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Course Outcomes: 	The student will: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context • Understand and value Renaissance and Baroque cultures in all-encompassing ways and recognize their persisting influence on our current cultural environment

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	- Students are encouraged to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. - Students consider the influence of art on their own culture and the influence of Renaissance and Baroque cultures on contemporary global relationships.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Students examine the relationship between art, architecture, society, culture and styles from the Renaissance to the Baroque era. - Students use the historical, social and political context of Renaissance and Baroque cultures to analyze the "meaning" of art objects. - Again, students consider the influence of art and architecture on their own culture and the influence of art on global cultural relationships.
C. Understanding of themselves and their natural and technological environments.	Students constantly assess the ways a work of art is affected by their own vantage points. They are encouraged to make connections between art made by a variety of different cultures and their own cultural experiences today.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students appreciate simultaneously the uniqueness of an art object, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.
F. Aesthetic and artistic values.	- Students recognize and discriminate among various styles of art and visual communication made by Renaissance and Baroque cultures. - Students analyze art objects formally and appreciate the interrelationship of their elements.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students consider the relationships between art and economics, religion, politics, and the social fabric, articulating connections between Renaissance and Baroque cultures and the contemporary world to enhance civic and global engagement today.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria 1:

- Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context

Explanation:

In Art 206 students are introduced to specific terminology of visual analysis in order to describe, analyze, and interpret Renaissance and Baroque art. They practice visual analysis in observation, writing, and discussion throughout the term. They also work creatively with art historical data, using it to understand the principles of art history. Finally they are asked to recognize and appraise patterns in historical phenomena and trace the transformation of European cultural production from one period to another.

Criteria 2:

- Understand and value Renaissance and Baroque cultures in all-encompassing ways and recognize their persisting influence on our current cultural environment

Explanation:

Students analyze Renaissance and Baroque art formally and appreciate the interrelationship of their elements. Students also analyze the relationship between Renaissance and Baroque art and its historical, social, and political contexts.

	Criteria 3: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement <i>Explanation:</i> <i>Students learn the iconography and symbolism of Renaissance and Baroque art. They are asked to recognize and discriminate among various periods and styles of cultural production and trace the development of art and architecture from one period to another.</i> Criteria 4: • Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context <i>Explanation:</i> <i>Students learn how to analyze Renaissance and Baroque art by connecting their form to the historical, social, and political context in which they were made. They identify the impact of social, cultural, technological and economic developments on Renaissance and Baroque art in order to consider the relationship between art and society and between culture and style. This connects the art history survey to disciplines as varied as history, sociology, political science, literature, archaeology and anthropology.</i> Criteria 5: • Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context • Understand and value Renaissance and Baroque cultures in all-encompassing ways and recognize their persisting influence on our current cultural environment <i>Explanation:</i> <i>Students are constantly asked to assess the ways in which Renaissance and Baroque art is affected by their own vantage point. Throughout the term they consider the relationship of art to society and culture to style. More importantly they articulate the relationships between Renaissance and Baroque art, medieval cultures and the contemporary world to enhance civic and global engagement.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students analyze Renaissance and Baroque art and architecture visually and contextually. They make connections between the elements of design and the social and political context in which these objects were produced. Students explore the conventions and techniques of visual images from the early modern world and consider the long history of global communication and artistic expression. This course uses lecture, discussion, tests, quizzes, essays and papers, projects and field trips to encourage students to interpret and creatively engage with early modern cultures.

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Students examine the origins and influences of aesthetic traditions in Europe, North Africa and the Near East, through the lens of art and culture from the fourteenth to the eighteenth century. They explore the ways that art and culture are related, making connections between the history of visual images and political and social changes in the early modern period. Students reflect on the political and social implications of Renaissance and Baroque art and consider how their own cultural experiences and knowledge of Western culture has shaped their understanding of global art making practices and informed their understanding of the early modern world.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christine Weber	christine.weber15@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 207	Course Title:	History of Asian Art

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Explores and analyzes the visual arts in relation to the culture of India from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	The student will: • Appreciate the art and architecture of India from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	- Students are encouraged to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. - Students consider the influence of Indian art on their own culture and the influence of Indian culture on global cultural relationships.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Students examine the relationship of art made in India from the Neolithic period to the present, to Indian society, culture and styles. - Students use the historical, social and political context of Indian culture to analyze the "meaning" of Indian art objects. - Again, students consider the influence of Indian art on their own culture and the influence of Indian culture on global cultural relationships.
C. Understanding of themselves and their natural and technological environments.	Students constantly assess the ways in which an art object is affected by their own vantage points. They are encouraged to make connections between works of art made by a variety of different cultures and their own cultural experiences today.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students view works of art from India "dynamically," meaning they appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.
F. Aesthetic and artistic values.	- Students recognize and discriminate among various styles of art from India. - Students analyze works of Indian art formally and appreciate the interrelationship of their elements.
G. Understanding of the ethical and social requirements of responsible citizenship.	- Students constantly consider the relationships between art and economics, art and religion, art and politics, and art and the social fabric to enhance their own civic and global engagement. - Students consider the influence of Indian art on their own culture and the influence of Indian culture on global cultural relationships.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria 1:

- View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

Explanation:

In Art 207 students work creatively with art historical data, using it to develop principles of art history. They recognize and appraise patterns in historical phenomena and trace the development of Indian art from one period to another. They are encouraged to use specific terminology to describe works of Indian art and they practice visual and contextual analysis in observation, writing, and discussion throughout the term.

Criteria 2:

- Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment

Explanation:

Students analyze Indian art, architecture and artifacts formally and appreciate the interrelationship of their elements. Students also analyze the relationship between Indian art objects and their historical, social, and political contexts.

Criteria 3:

- Appreciate the art and architecture of India from the Neolithic through the

	modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment <i>Explanation:</i> <i>Students learn the iconography and symbolism of Ancient Indian artifacts and contemporary Indian art. They are asked to recognize and discriminate among various periods and styles of Indian cultural production and trace the development of Indian art from one period to another.</i> Criteria 4: • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment <i>Explanation:</i> <i>Students learn how to analyze Indian art and artifacts by connecting their form to the historical, social, and political context in which they were made. They identify the impact of social, cultural, technological and economic developments on Indian art in order to consider the relationship between art and society and between culture and style. This connects Asian Art History to disciplines as varied as history, sociology, political science, literature, archaeology and anthropology.</i> Criteria 5: • Appreciate the art and architecture of India from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment <i>Explanation:</i> <i>Students constantly assess the ways Indian art is affected by their own vantage point. Throughout the term they articulate the relationships between artifacts, ancient cultures and the contemporary world to enhance their civic and global engagement.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality	In this course, students analyze works of art from Indian culture visually and contextually, making connections between the elements of design and the social and political context in which these art objects were produced. Students explore the conventions and techniques of visual art from India and consider the long history of Indian visual communication and artistic expression. This course uses lecture, discussion, tests, quizzes, essays and papers, projects, and field

of life"?**	trips to encourage students to interpret and creatively engage with art from Indian culture.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Through the lens of art and culture in India, students examine the origins and influences of aesthetic traditions in Asia. They examine the ways that art and culture are related by analyzing and synthesizing historical and art historical events in India. Students constantly make connections between the history of visual images and political and social changes in Indian culture from the Neolithic period to the present and reflect on the political and social implications of Indian art and art history. Students are encouraged to consider how their own cultural experiences and knowledge of Western culture has shaped their understanding of global art making practices and informs their understanding of Indian art and culture today.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christine Weber	christine.weber15@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 208	Course Title:	History of Asian Art

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Explores and analyzes the visual arts in relation to the culture of China from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	The student will: • Appreciate the art and architecture of China from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	- Students are encouraged to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. - Students consider the influence of art on their own culture and the influence of art on global cultural relationships.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Students examine the relationship of art made in China from the Neolithic period to the present, to Chinese society, culture and styles. - Students use the historical, social and political context of Chinese culture to analyze the "meaning" of art objects from China. - Again, students consider the influence of art on their own culture and the influence of art on global cultural relationships.
C. Understanding of themselves and their natural and technological environments.	Students constantly assess the ways in which an art object is affected by their own vantage points. They are encouraged to make connections between works of art made by a variety of different cultures and their own cultural experiences today.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students view works of art from China "dynamically," meaning they appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.
F. Aesthetic and artistic values.	- Students recognize and discriminate among various styles of art from China. - Students analyze works of Chinese art formally and appreciate the interrelationship of their elements.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students constantly consider the relationships between art and economics, art and religion, art and politics, and art and the social fabric exploring the influence of Chinese art on their own culture and on global cultural relationships.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria 1:

- View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

Explanation:

In Art 208 students work creatively with art historical data, using it to develop principles of art history. They recognize and appraise patterns in historical phenomena and trace the development of Chinese art from one period to another. They are encouraged to use specific terminology to describe works of Chinese art and they practice visual and contextual analysis in observation, writing, and discussion throughout the term.

Criteria 2:

- Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad

Explanation:

Students analyze Chinese art, architecture and artifacts formally and appreciate the interrelationship of their elements. Students also analyze the relationship between Chinese art objects and their historical, social, and political contexts.

Criteria 3:

- Appreciate the art and architecture of China from the Neolithic through the

	modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad <i>Explanation:</i> <i>Students learn the iconography and symbolism of Ancient Chinese artifacts and contemporary Chinese art. They are asked to recognize and discriminate among various periods and styles of Chinese cultural production and trace the development of Chinese art from one period to another.</i> Criteria 4: • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad <i>Explanation:</i> <i>Students learn how to analyze Chinese art and artifacts by connecting their form to the historical, social, and political context in which they were made. They identify the impact of social, cultural, technological and economic developments on Chinese art in order to consider the relationship between art and society and between culture and style. This connects Asian Art History to disciplines as varied as history, sociology, political science, literature, archaeology and anthropology.</i> Criteria 5: • Appreciate the art and architecture of China from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad <i>Explanation:</i> <i>Students constantly assess the ways Chinese art is affected by their own vantage point. Throughout the term they articulate the relationships between Chinese artifacts, ancient cultures and the contemporary world to enhance their civic and global engagement.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters,	In this course, students analyze works of art from Chinese culture visually and contextually, making connections between the elements of design and the social and political context in which these art objects were

making use of the creative process to enrich the quality of life"?**	produced. Students explore the conventions and techniques of visual art from China and consider the long history of Chinese visual communication and artistic expression. This course uses lecture, discussion, tests, quizzes, essays and papers, projects, and field trips to encourage students to interpret and creatively engage with art from Chinese culture.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Through the lens of art and culture in China, students examine the origins and influences of aesthetic traditions in Asia. They examine the ways that art and culture are related by analyzing and synthesizing historical and art historical events in China. Students constantly make connections between the history of visual images and political and social changes in Chinese culture from the Neolithic period to the present and reflect on the political and social implications of Chinese art and art history. Students are encouraged to consider how their own cultural experiences and knowledge of Western culture has shaped their understanding of global art making practices and informs their understanding of Chinese art and culture today.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Christine Weber	christine.weber15@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 209	Course Title:	History of Asian Art

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Explores and analyzes the visual arts in relation to the culture of Japan from the Neolithic through the modern period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	The student will: • Appreciate the art and architecture of Japan from the Neolithic through the modern period and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	- Students are encouraged to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. - Students consider the influence of Japanese art on their own culture and the influence of Japanese culture on global cultural relationships.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	- Students examine the relationship of art made in Japan from the Neolithic period to the present, to Japanese society, culture and styles. - Students use the historical, social and political context of Japanese culture to analyze the "meaning" of art objects from Japan. - Again, students consider the influence of Japanese art on their own culture and the influence of Japanese culture on global cultural relationships.
C. Understanding of themselves and their natural and technological environments.	Students constantly assess the ways in which an art object is affected by their own vantage points. They are encouraged to make connections between works of art made by a variety of different cultures and their own cultural experiences today.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students view works of art from Japan "dynamically," meaning they appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.
F. Aesthetic and artistic values.	- Students recognize and discriminate among various styles of art from Japan. - Students analyze works of Japanese art formally and appreciate the interrelationship of their elements.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students constantly consider the relationships between Japanese art and economics, art and religion, art and politics, and art and the social fabric, exploring the influence of art on their own culture and the influence of art on global cultural relationships.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria 1:

- View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

Explanation:

In Art 209 students work creatively with art historical data, using it to develop principles of art history. They recognize and appraise patterns in historical phenomena and trace the development of Japanese art from one period to another. They are encouraged to use specific terminology to describe works of Japanese art and they practice visual and contextual analysis in observation, writing, and discussion throughout the term.

Criteria 2:

- Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad

Explanation:

Students analyze Japanese art, architecture and artifacts formally and appreciate the interrelationship of their elements. Students also analyze the relationship between Japanese art objects and their historical, social, and political contexts.

Criteria 3:

	• Appreciate the art and architecture of Japan from the Neolithic through the modern period and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad <i>Explanation:</i> Students learn the iconography and symbolism of Ancient Japanese artifacts and contemporary Japanese art. They are asked to recognize and discriminate among various periods and styles of Japanese cultural production and trace the development of Japanese art from one period to another. Criteria 4: • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad <i>Explanation:</i> Students learn how to analyze Japanese art and artifacts by connecting their form to the historical, social, and political context in which they were made. They identify the impact of social, cultural, technological and economic developments on Japanese art in order to consider the relationship between art and society and between culture and style. This connects Asian Art History to disciplines as varied as history, sociology, political science, literature, archaeology and anthropology. Criteria 5: • Appreciate the art and architecture of Japan from the Neolithic through the modern period and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad <i>Explanation:</i> Students constantly assess the ways Japanese art is affected by their own vantage point. Throughout the term they articulate the relationships between Japanese artifacts, ancient cultures and the contemporary world to enhance their civic and global engagement.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative	In this course, students analyze works of art from Japanese culture visually and contextually, making connections between the elements of design and the social and political context in which these art objects were produced. Students explore the conventions and techniques of visual art from Japan and consider the long history of Japanese visual

process to enrich the quality of life"?**	communication and artistic expression. This course uses lecture, discussion, tests, quizzes, essays and papers, projects, and field trips to encourage students to interpret and creatively engage with art from Japanese culture.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Through the lens of art and culture in Japan, students examine the origins and influences of aesthetic traditions in Asia. They examine the ways that art and culture are related by analyzing and synthesizing historical and art historical events in Japan. Students constantly make connections between the history of visual images and political and social changes in Japanese culture from the Neolithic period to the present and reflect on the political and social implications of Japanese art and art history. Students are encouraged to consider how their own cultural experiences and knowledge of Western culture has shaped their understanding of global art making practices and informs their understanding of Japanese art and culture today.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters 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
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ART 210	Course Title:	Women in Art
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ART 210	Course Title:	Women in Art

Course Description:	Covers the work of women artists from antiquity to the present. Examines works of the most important women artists from each period in relation to the changing roles of women in society and to the canon of art history. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Intended Outcomes for the course • recognize formal qualities in art and read visual elements, artistic and cultural styles, and symbols • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • decipher content and meaning of works made by women artists through understanding of historical, social, cultural, economic, and political contexts • use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women • adapt theoretical approaches and course content to other art not covered in the course so that he/she can understand and value art made by women in all-encompassing global ways

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.	• decipher content and meaning of works made by women artists through understanding of historical, social, cultural, economic, and political contexts

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.	- view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment - use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women - adapt theoretical approaches and course content to other art not covered in the course so that he/she can understand and value art made by women in all-encompassing global ways
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	recognize formal qualities in art and read visual elements, artistic and cultural styles, and symbols
F. Aesthetic and artistic values.	- recognize formal qualities in art and read visual elements, artistic and cultural styles, and symbols - use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1., 2., 3., • recognize formal qualities in art and read visual elements, artistic and cultural styles, and symbols • use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women 4., • decipher content and meaning of works made by women artists through understanding of historical, social, cultural, economic, and political contexts • adapt theoretical approaches and course content to other art not covered in the course so that he/she can understand and value art made by women in all-encompassing global ways 5., • view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students synthesize material related to the visual, formal, technical, and stylistic qualities of art made by and about women throughout history and across cultures in addition to analyzing art face-to-face. They explore these basic elements of art by and about women through lecture, discussion, tests and quizzes, essays and papers, projects, field trips, and journals. Depending on the assessment, students analyze art visually-experientially; analyze art contextually from artistic to cultural to social to political to historical approaches; analyze art through the lenses of gender, race, and class; and analyze art while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore visual, formal, technical, and stylistic qualities of art made by women throughout history and from a variety of different cultures, they understand how art expresses the values and ethics of societies. As students recognize historical exclusions of women from art education and from production of art, they make connections to current exclusiveness (and inclusiveness) of the art world locally, nationally, and internationally based on gender, class, and race. These skills of visual-experiential, contextual, and critical analysis from this course create confidence in students to engage in local and global issues, especially around feminism, cultural meaning, and expression through art.

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Prudence Roberts	prudence.roberts@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Art 211	Course Title:	Modern Art History/19 th Cen Europe & America
Course Credits:	4	Gen Ed Category:	Arts and Letters

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

Course Prefix and Number:	Art 211	Course Title:	Modern Art History/19 th Cen Europe & America

Course Description:	Explores the beginning of the modern world and modern societies in Europe and the United States. Examines and analyzes the visual arts to reveal some effects of societal changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Intended Outcomes for the Course: • Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world • Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols

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.	• View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	• Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world • Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary

the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols
F. Aesthetic and artistic values.	Recognize formal qualities in 19 th century art and read visual elements, artistic and cultural styles, and symbols
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

1, 2, 3:

Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols

Explanation:

(1.) In Art 211, students are introduced to terminology and tools of visual analysis related to 19th century art, from painting to sculpture and photography. (2, 3.) As they become conversant with the ideas and stylistic innovations that distinguish art of this era, they practice visual analysis

	<i>through written assignments, discussion and observation.</i> 4: • Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world <i>Explanation: 4. In studying the subjects and styles of 19th century art, students discover and discuss its influence on contemporary art and imagery they encounter.</i> 5: • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past <i>Explanation:</i> <i>(5): As students gain a deeper understanding of 19th century art and culture (formally, aesthetically, historically, socially and politically), they also reflect on how a work of art's meaning and reception is affected by their vantage point.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students study materials related to the making and meaning of 19th century art. They encounter paintings, sculpture, photography and architecture through lecture, discussion, tests and quizzes, essays and papers, projects, and field trips. Depending on the assessment, students analyze works visually; analyze works contextually using artistic, cultural, social, political and historical approaches; and analyze works while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore the cultural and social issues of Europe and America in the 19th century, including Colonialism and its legacy; the Industrial Revolution and its far-reaching effects and the debates and issues surrounding race and gender, they make connections between contemporary events and those of the past, and become aware of how art can express the human experience. In addition, students will become aware of how encounters between cultures altered and affected artistic ideas and aesthetics.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Prudence Roberts	prudence.roberts@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:		Course Title:	Art 212
Course Credits:		Gen Ed Category:	Arts and Letters

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

Course Prefix and Number:	Art 212	Course Title:	Modern Art History/Early 20 th Cen Art
Course Description:	Explores early 20 th century revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available		
Course Outcomes:	The student will: • Develop an understanding of the connections that link visual arts to other cultural and technological developments • View art of the early 20th century “dynamically:” that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which it has shaped our modern urban world • Recognize formal qualities in early 20th century art and read visual elements, artistic and cultural styles, and symbols		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which it has shaped our modern urban world
B. Appreciation of history both from a global perspective and from a	• View art of the early 20th century “dynamically:” that is, comprehend the uniqueness of a work, its origins and context within a specific

personal perspective, including an awareness of the role played by gender and by various cultures.	cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which it has shaped our modern urban world
F. Aesthetic and artistic values.	Recognize formal qualities in early 20th century art and read visual elements, artistic and cultural styles, and symbols
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

1, 2, 3:

- Recognize the ways in which political and technological events affect the cultural climate of an era, be it historic or contemporary
- View works of art "dynamically:" that is, comprehend the**

	uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past <i>Explanation: 1. In Art 212, students are introduced to the fundamental issues and innovations of 20th century art in Europe and the United States. 2 and 3, Through written assignments, discussion and observation, they become conversant in the ideas and practices that distinguish art of this era.</i> 4: Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which it has shaped our modern urban world <i>Explanation: 4. Students are encouraged to discover and discuss the influence of 20th century artistic techniques, styles and imagery on contemporary art they encounter.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	In this course, students study materials related to the making and meaning of 20th century art. They encounter paintings, sculpture, photography and architecture through lecture, discussion, tests and quizzes, essays and papers, projects, and field trips. Depending on the assessment, students analyze works visually; analyze work contextually from artistic to cultural to social to political to historical approaches; and analyze works while recognizing their own position in critique.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	As students explore the cultural and social issues of Europe and America in the 20th century: World War I and its aftermath, the rise of Fascism and the end of Colonialism, they make connections between contemporary events and those of the past, and become aware of how art can express the human experience. In addition, they become aware of how encounters between cultures has altered and affected artistic ideas and aesthetics.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Prudence Roberts	prudence.roberts@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Art 213	Course Title:	Modern Art History/Art Since 1945
Course Credits:		Gen Ed Category:	Arts and Letters

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

Course Prefix and Number:	Art 213	Course Title:	Modern Art History/Early 20 th Cen Art
Course Description:	Focuses on American art, as World War II ended the supremacy of Europe in the visual art world. Analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values and to gain a greater understanding of contemporary art with its global perspective. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available		
Course Outcomes:	• Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms • View art of our times “dynamically:” that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past • Understand the effects of globalization and new media on how art is conceived and received in the modern era • Recognize formal qualities in modern and contemporary art and read visual elements, artistic and cultural styles, and symbols		

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

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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.	• Understand the effects of globalization and new media on how art is conceived and received in the modern era
B. Appreciation of history both from a global	• View art of our times “dynamically:” that is, comprehend the uniqueness of a work, its origins and context within a specific cultural

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	milieu, while also appreciating its relationship to art of the past
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms
F. Aesthetic and artistic values.	Recognize formal qualities in early century art and read visual elements, artistic and cultural styles, and symbols
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1, 2, 3: Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms

	<i>Explanation:</i> <i>(1,2,3): In Art 213, students are introduced to the fundamental issues and innovations of late 20th and 21st century art in Europe, the United States and other countries. 2 and 3, Through written assignments, discussion and observation, they become conversant in the ideas and practices that distinguish modern and contemporary art.</i> <i>(4):</i> • Understand the effects of globalization and new media on how art is conceived and received in the modern era <i>Explanation:</i> <i>(4) In the study of modern and contemporary art, students recognize the impact of globalization and new media on art and on the art world and make connections between visual arts and other art forms, such as music, literature, dance, and time-based works.</i> <i>(5):</i> • View art of our times “dynamically:” that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past <i>Explanation:</i> <i>(5) While students increase their awareness of and understanding of the art of our times, they also reflect on the ways contemporary art has been influenced by art of the past.</i>
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	In this course, students study materials related to the making and meaning of modern and contemporary art across media. They encounter a wide range of media, including paintings, sculpture, photography, installations and time-based art through lectures, discussions, films, tests and quizzes, essays and papers, projects, and field trips. Depending on the assessment, students analyze works visually; analyze work contextually using artistic to cultural to social to political to historical approaches; and analyze works while recognizing their own position in critique.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	As students explore the the visual, formal, technical and stylistic qualities of art made since the end of World War II, they understand how artists have responded to the values and ethics of our era. In a time in which all art can be seen as part of “visual culture,” students develop the skills and vocabulary to critically analyze the images and art forms they encounter, placing them in an historic and cultural context.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Angela Batchelor	angela.batchelor@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 217	Course Title:	Understanding Comics Art

Course Credits:	3 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Examines comics art as a medium of visual communication. Analyzes aesthetic qualities unique to comic books and graphic novels in artistic, historical, and narrative contexts using seminal texts. Strongly recommend: Placement into WR 121 and RD 115.

Course Outcomes:	❖ Find and develop creative ways to appreciate comics art as an artistic and literary practice. ❖ Increase one's understanding of word/image relationships and visual communication. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others. ❖ Understand and interpret relationships between comics and commercialism. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art. ❖ Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

- * 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.	Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand and interpret relationships between comics and commercialism.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art. Increase one's understanding of word/image relationships and visual communication.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
F. Aesthetic and artistic values.	Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

A course in Arts & Letters should:

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

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

Intended Outcomes for the course

1. Find and develop creative ways to appreciate comics art as an artistic and literary practice.
2. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others.
2. Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Increase one's understanding of word/image relationships and visual communication.
3. Understand and interpret relationships between comics and commercialism.
3. Find and develop creative ways to appreciate comics art as an artistic and literary practice.
4. Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Increase one's understanding of word/image relationships and visual communication. 5. Understand and interpret relationships between comics and commercialism. 5. Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Increase one's understanding of word/image relationships and visual communication.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students study comics art as an artistic and literary discipline through written analysis and class/on-line discussions. ❖ By engaging in a serious level of inquiry students learn to ask meaningful questions and develop an understanding of comics-related vocabulary from which to actively participate in critical dialogue about comics with their peers. Students also enter into a discourse of historical and contemporary examples through which to build an understanding of how comics function as a form of visual communication. ❖ The course helps students develop an awareness and understanding of the relationship between comics and commercialism within contemporary culture, providing them a foundation to interpret and enjoy comics and to initiate a lifelong appreciation for comics as an artistic and literary practice.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in written analysis of comics from the past and present they develop a heightened awareness of comics art in the world around them. They are able to interpret and discuss how comics have developed as a medium within commercialism and as a form of self-expression. ❖ Through the process of writing, viewing historical and contemporary examples of comics, and participating in critical discussions students learn to ask meaningful questions and identify ideas and issues related to comics as an artform. They increase their understanding of how comics communicate visually through work/image relationships and are able to build real world skills to then engage in local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Andres	mandres@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 218	Course Title:	Calligraphy I Lettering
Course Credits:	2 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Covers practical and creative uses of calligraphy, lettering principles, techniques and functions, and discusses the traditions and historical development of letters. Fall term: Roman alphabet, lower and upper case. Winter term: Italic alphabet, lower and upper case. Spring term: Carolingian and uncial alphabet styles. Each term may be taken once for a maximum of six credits.		
Course Outcomes:	❖ experience an enhanced visual awareness of calligraphy as a fine and graphic art. ❖ evaluate critically, appreciate, assess and respect hand-written letters. ❖ recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed. ❖ create personally significant works of calligraphy that demonstrate an introductory level of skill.		

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

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- 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.

- ❖ recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed.

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

- ❖ recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed.

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

- ❖ experience an enhanced visual awareness of calligraphy as a fine and graphic art.

D. Ability to reason qualitatively and quantitatively.

- ❖ evaluate critically, appreciate, assess and respect hand-written letters.

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

- ❖ create personally significant works of calligraphy that demonstrate an introductory level of skill.

F. Aesthetic and artistic values.	❖ evaluate critically, appreciate, assess and respect hand-written letters.
G. Understanding of the ethical and social requirements of responsible citizenship.	❖ recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

- ❖ experience an enhanced visual awareness of calligraphy as a fine and graphic art.
- ❖ evaluate critically, appreciate, assess and respect hand-written letters.
- ❖ recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed.
- ❖ create personally significant works of calligraphy that demonstrate an introductory level of skill.

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

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

- ❖ In this course students create letter forms which demonstrate an introductory level of understanding of graphic ideas, and the processes, materials, and techniques associated with calligraphy. By engaging in the process of drawing they find and develop ways of solving problems using

of life"?**	a variety of strategies and techniques of working with a variety of media. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about calligraphy with others. Ultimately the course gives them the ability to understand, interpret, and enjoy written expression of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Various materials and modes of lettering have been used by many different cultures for many thousands of years. These materials continue to be used today to create works of art. As the students engage in creating their own letter forms they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve perceptual and conceptual visualization problems using a variety of strategies. They develop a knowledge of the history of calligraphy materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making calligraphy, looking at historical and contemporary examples of these, and participating in critical dialogue, students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

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.

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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:

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(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Andres	mandres@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 231	Course Title:	Drawing
Course Credits:	3 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Deepen basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develop critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit.		
Course Outcomes:	1. Implement deeper creative strategies to solve problems in making drawings. 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.		

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

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- 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.	Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different 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.	Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
C. Understanding of themselves and their natural and technological environments.	Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.
D. Ability to reason qualitatively and quantitatively.	.
E. Ability to conceptually organize experience and discern its meaning.	Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.
F. Aesthetic and artistic values.	Implement deeper creative strategies to solve problems in making drawings.
G. Understanding of the ethical and social requirements of responsible citizenship.	Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters	
Outcomes:	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
• Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	
Criteria:	
A course in Arts & Letters should:	
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.	

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Implement deeper creative strategies to solve problems in making drawings. 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters,	❖ In this course students create drawings which demonstrate an introductory level of understanding of graphic ideas, and the processes, materials, and techniques associated with drawing. By engaging in the process of

making use of the creative process to enrich the quality of life"?**	drawing they find and develop ways of solving problems using a variety of strategies and techniques of working with a variety of drawing media. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others. Ultimately the course gives them the ability to understand, interpret, and enjoy drawing of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ,
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Various materials and modes of drawing have been used by many different cultures for many thousands of years. These materials continue to be used today to create works of art. As the students engage in creating their own drawings they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve perceptual and conceptual visualization problems using a variety of strategies. They develop a knowledge of the history of drawing materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making drawings, looking at historical and contemporary examples of drawings, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Andres	mandres@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 237	Course Title:	Life Drawing
Course Credits:	3 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Draw the human form from professional models, applying various drawing techniques and concepts. Develop understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. May be taken three times for credit.		
Course Outcomes:	1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies. 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing. 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.		

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

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- 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.	Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different 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.	Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
C. Understanding of themselves and their natural and technological environments.	Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.
D. Ability to reason qualitatively and quantitatively.	Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.
E. Ability to conceptually organize experience and discern its meaning.	Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.

F. Aesthetic and artistic values.	Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.
G. Understanding of the ethical and social requirements of responsible citizenship.	Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.
2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.
3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.
4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

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

How does the course enable a student to "interpret and engage in the Arts & Letters,

- ❖ In this course students create drawings that demonstrate an introductory level of understanding of graphic ideas, and the processes, materials, and techniques associated with figure drawing. By engaging in the process of

making use of the creative process to enrich the quality of life"?**	drawing they find and develop ways of solving problems using a variety of strategies and techniques of working with a variety of drawing media to visualize the human form. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure drawing with others. Ultimately the course gives them the ability to understand, interpret, and enjoy figure drawing of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Various materials and modes of drawing to visualize the human form have been used by many different cultures for many thousands of years. These materials continue to be used today to create works of art. As the students engage in creating their own drawings they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve perceptual and conceptual visualization problems using a variety of strategies. They develop a knowledge of the history of drawing materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values in relation to the human form. Through the process of making figure drawings, looking at the model, studying historical and contemporary examples of drawings, and participating in critical dialogue, students learn to ask meaningful questions and draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Manchester	kim.manchester@pcc.edu

SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	ART 240	Course Title:	Digital Photo II

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Continues the student's study of digital photography as it relates to the creative arts, history, traditional & digital photographic media and visual culture in both a historical and contemporary context. Explores the student's unique artistic voice within the context of photographic practices, past and present and with special attention to placing their photographic works within a historical, social and cultural context. Develops creative problem solving with an emphasis on pushing the boundaries of digital photography to include a more personal practice. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions and artistic presentations. Promotes development of a professional photographic practice. Requires a (DSLR) Digital Single Lens Reflex Camera and/or a digital camera with manual exposure controls. Prerequisites: ART 140 or instructor permission

Course Outcomes:	• Create work of a meaningful social and collaborative nature with other students in an environmentally and culturally aware context. Students will be encouraged to participate in Service Learning, or collaborative projects incorporating socially, culturally, and/or sustainably engaged practices. • Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. • Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to digital photography, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about photography (specifically digital photography) with others. • Create personal works of photography, which demonstrate an increasingly advanced level of understanding of

	photographic ideas, and the processes, materials, equipment and techniques associated with digital photography and the digital medium as a whole • Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.

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.	• Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	• Create work of a meaningful social and collaborative nature with other students in an environmentally and culturally aware context. Students will be encouraged to participate in Service Learning, or collaborative projects incorporating socially, culturally, and/or sustainably engaged practices.

the role played by gender and by various cultures.	• Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. • Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	• Create personal works of photography, which demonstrate an increasingly advanced level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with digital photography and the digital medium as a whole • Create work of a meaningful social and collaborative nature with other students in an environmentally and culturally aware context. Students will be encouraged to participate in Service Learning, or collaborative projects incorporating socially, culturally, and/or sustainably engaged practices. • Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. • Develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to digital photography, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about photography (specifically digital photography) with others.
D. Ability to reason qualitatively and quantitatively.	• Create personal works of photography, which demonstrate an increasingly advanced level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with digital photography and the digital medium as a whole • Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. • Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
E. Ability to conceptually organize experience and	• Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from

discern its meaning.	different cultures. • Develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to digital photography, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about photography (specifically digital photography) with others • Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. •
F. Aesthetic and artistic values.	• Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Create personal works of photography, which demonstrate an increasingly advanced level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with digital photography and the digital medium as a whole. • Develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to digital photography, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about photography (specifically digital photography) with others.
G. Understanding of the ethical and social requirements of responsible citizenship.	• Create work of a meaningful social and collaborative nature with other students in an environmentally and culturally aware context. Students will be encouraged to participate in Service Learning, or collaborative projects incorporating socially, culturally, and/or sustainably engaged practices. • Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. • Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. •

Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

Each course in Arts & Letters should:

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

List the course outcome(s) from the course's COG that clearly reflect the above outcomes and criteria.*	1,3,4,5 Create work of a meaningful social and collaborative nature with other students in an environmentally and culturally aware context. Students will be encouraged to participate in Service Learning, or collaborative projects incorporating socially, culturally, and/or sustainably engaged practices. 1,2,4,5 Develop a more sophisticated way to creatively solve problems using a wider variety of strategies considering the artistic, social and environmental impact of the digital photographic works they create. 1,2,3,4,5 Improve self-critiquing skills so as to develop autonomous expression through digital photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 1,3,4,5 Develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to digital photography, and develop a more sophisticated vocabulary to be able to actively participate in a critical dialogue about photography (specifically digital photography) with others. 1,2,3,5 Create personal works of photography, which demonstrate an increasingly advanced level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with digital photography and the digital medium as a whole. 1,2,3,4,5 Develop a greater understanding, interpretation and enjoyment of digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience.

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

How does the course enable a student to interpret	In this course students create personal photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and

and engage the Arts & letters, making use of the creative process to enrich the quality of life?"**	develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.
How does the course enable a student to critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues?"**	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

General Education/Discipline Studies List Request Form

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will continue forward separately and the Gen Ed/Discipline Studies request
will be put on hold pending state approval of the new course.

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Manchester	kim.manchester@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	ART 243	Course Title:	The Photographic Portfolio

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Provides framework in which students may pursue their artistic vision through creating a professional portfolio of photographic work. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions, reading, research and artistic presentations. Creates a student-centered learning environment in which collaboration, creative problem solving and the development of each student's artistic vision is supported. Develops the skills needed to create productive workflows and advances the student's knowledge of professional standards in the field of photography. Requires students to own or have access to their own camera. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission.

Course Outcomes:	• Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create. • Create personal works of photography as part of a larger body of work, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with photography. • Further develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to photography, and expand their vocabulary to be able to actively participate in a critical dialogue about photography with others. • Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience. • Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Deepen the student's awareness of the physical world,

	the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.

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.	• Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience. • Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	• Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience.

and by various cultures.	• Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs. • Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures
C. Understanding of themselves and their natural and technological environments.	• Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs
D. Ability to reason qualitatively and quantitatively.	• Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Further develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to photography, and expand their vocabulary to be able to actively participate in a critical dialogue about photography with others. • Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create.
E. Ability to conceptually organize experience and discern its meaning.	• Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs. • Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures • Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create. •
F. Aesthetic and artistic values.	• Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. • Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context;

	fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience. • Further develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to photography, and expand their vocabulary to be able to actively participate in a critical dialogue about photography with others.
G. Understanding of the ethical and social requirements of responsible citizenship.	• Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs. • Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience. •

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters	
Outcomes:	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
• Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	
Criteria:	
A course in Arts & Letters should:	
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following:	

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

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

1,2,3,4,5 Find and develop more sophisticated ways to creatively solve problems using a wider variety of strategies for making photographs considering the artistic, social and environmental impact of the work they create.
 1,3,4,5 Create personal works of photography as part of a larger body of work, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, equipment and techniques associated with photography.
 1,2,3,5 Further develop a 'personal voice' in their photographic practice, ask meaningful questions, take more aesthetic and conceptual risks, identify ideas and issues related to photography, and expand their vocabulary to be able to actively participate in a critical dialogue about photography with others.
 2,3,4,5 Continue to build upon their understanding, interpretation and enjoyment of photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of the human experience.
 1,2,3,4,5 Hone self-critiquing skills so as to improve autonomous expression through photography while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
 1,2,3,4,5 Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.

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

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

In this course students create personal photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography.

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

Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the

	relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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will be put on hold pending state approval of the new course.

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Smith	msmith@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 277	Course Title:	Life Painting

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit Pre-requisite: Requires six credits of painting with a grade of C or better and/or instructor's permission to enroll.

Course Outcomes:	Through study of the figure painting discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the figure painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and expand vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy figure painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Expand self-critiquing skills to develop autonomous expression

	through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

- * 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.	Ask meaningful questions, identify ideas and issues, and expand vocabulary to be able to actively participate in a critical dialogue about the figure painting discipline with others.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy figure painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

D. Ability to reason qualitatively and quantitatively.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.
E. Ability to conceptually organize experience and discern its meaning.	Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
F. Aesthetic and artistic values.	Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria #1

- Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the figure painting medium.
- Create personal works of art, which demonstrate an introductory level of understanding of the figure painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint.

Criteria #2

- Ask meaningful questions, identify ideas and issues, and expand basic vocabulary to be able to actively participate in a critical dialogue about the figure painting discipline with others.
- Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Criteria #3 • Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the figure painting medium. Criteria #4 • Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 • Create personal works of art, which demonstrate an introductory level of understanding of the figure painting discipline, and the processes associated with paint media. • Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art materials, and techniques associated with creating 2-dimensional imagery with paint.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?*	In this course students create personal, two-dimensional works of art, which demonstrate an introductory level of understanding of figure painting ideas, and the processes, materials, and techniques associated with the figure painting discipline. By engaging in the process of figure painting, they find and develop ways of solving problems using a variety of strategies and techniques associated with the figure painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy figure painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values	Various methods of figure painting have been used by many different cultures for thousands of years. Visual communication through images, especially the human body, continues to be a dominant form

and ethics within a range of human experience and expression to engage more fully in local and global issues”?*

of expression in the environments we inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making figure paintings, looking at historical and contemporary examples of figure paintings, and participating in critical dialogue, students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Smith	msmith@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 281	Course Title:	Painting II

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Course Description Explores ways of seeing and elaborates on basic painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: ART 116 and ART 181

Course Outcomes:	Through study of the painting discipline students will: 1. Find and develop creative ways to solve increasingly complex problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an intermediate level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop an increasingly heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and

	historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

- * 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

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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.	Ask meaningful questions, identify ideas and issues, and expand one's vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

C. Understanding of themselves and their	Develop an increasingly heightened awareness of the physical world, the nature of the relationship of human beings to it, and

natural and technological environments.	our impact on it via the experience of painting.
D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium in an increasingly complex manner.
E. Ability to conceptually organize experience and discern its meaning.	Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
F. Aesthetic and artistic values.	Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Develop an increasingly heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria #1

- Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium.
- Create personal works of art, which demonstrate an intermediate level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint.

Criteria #2

- Ask meaningful questions, identify ideas and issues, and develop an intermediate vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
- Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Criteria #3 • Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. • Find and develop creative ways to solve problems using a variety of increasingly complex strategies for expressing visual ideas through the painting medium. Criteria #4 • Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 • Create personal works of art, which demonstrate an intermediate level of understanding of the painting discipline, and the processes associated with paint media. • Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art materials, and techniques associated with creating 2-dimensional imagery with paint. *Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal, two-dimensional works of art, which demonstrate an intermediate level of understanding of painting ideas, and the processes, materials, and techniques associated with the painting discipline. By engaging in the process of painting, they find and develop ways of solving problems using a variety of increasingly complex strategies and techniques associated with the painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop an intermediate vocabulary to be able to actively participate in a critical dialogue about painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to	Various methods of painting have been used by many different

“critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

cultures for thousands of years. Visual communication through images continues to be a dominant form of expression in the environments we inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making paintings, looking at historical and contemporary examples of paintings, and participating in critical dialogue. Students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Smith	msmtih@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 284	Course Title:	Watercolor I

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: Art 131

Course Outcomes:	Through study of the watercolor discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

- * 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.	Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium.

E. Ability to conceptually organize experience and discern its meaning.	Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
F. Aesthetic and artistic values.	Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria #1

- Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium.
- Create personal works of art, which demonstrate an introductory level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint.

Criteria #2

- Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others.
- Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Criteria #3

- Understand, interpret, and enjoy painting of the past and the

	present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. - Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. Criteria #4 - Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 - Create personal works of art, which demonstrate an introductory level of understanding of the watercolor painting discipline, and the processes associated with paint media. - Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art, materials, and techniques associated with creating 2-dimensional imagery with paint.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal, two-dimensional works of art, which demonstrate an introductory level of understanding of watercolor painting ideas, and the processes, materials, and techniques associated with the watercolor painting discipline. By engaging in the process of watercolor painting, they find and develop ways of solving problems using a variety of strategies and techniques associated with the broader painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about watercolor painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values	Various methods of painting have been used by many different cultures for thousands of years. Visual communication through images continues to be a dominant form of expression in the environments we

and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making paintings, looking at historical and contemporary examples of paintings of all media, and participating in critical dialogue. Students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

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.

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

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

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

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

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

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

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

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

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Mark Smith	msmith@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:

Course Prefix and Number:	Art 287	Course Title:	Watercolor II

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters

Course Description:	Explores basic and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission.

Course Outcomes:	Through study of the watercolor discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate an intermediate level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a broadening vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

- * 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.	Ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
D. Ability to reason qualitatively and quantitatively.	Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

E. Ability to conceptually organize experience and discern its meaning.	Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
F. Aesthetic and artistic values.	Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

A course in Arts & Letters should:

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

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

Criteria #1

- Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium.
- Create personal works of art, which demonstrate an intermediate level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint.

Criteria #2

- Ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others.
- Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Criteria #3

- Understand, interpret, and enjoy painting of the past and the

	present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. - Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. Criteria #4 - Expand self-critiquing skills to to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 - Create personal works of art, which demonstrate an intermediate level of understanding of the watercolor painting discipline, and the processes associated with paint media. - Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art, materials, and techniques associated with creating 2-dimensional imagery with paint.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	In this course students create personal, two-dimensional works of art, which demonstrate an intermediate level of understanding of watercolor painting ideas, and the processes, materials, and techniques associated with the watercolor painting discipline. By engaging in the process of watercolor painting, they find and develop ways of solving problems using a variety of strategies and techniques associated with the broader painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about watercolor painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to “critically analyze values and ethics within a range of human	In this course students create personal, two-dimensional works of art, which demonstrate an intermediate level of understanding of watercolor painting ideas, and the processes, materials, and techniques associated with the watercolor painting discipline. By

experience and expression to engage more fully in local and global issues"?**

engaging in the process of watercolor painting, they find and develop ways of solving problems using a variety of strategies and techniques associated with the broader painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about watercolor painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

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

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
☐ title
☐ description
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 101	Proposed prefix and number	N/A
Current course title	First Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Introduction to French stressing the development of listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the	Same as current description. No change proposed.

language. Proficiency target level: Novice high. For beginners.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. -Can ask questions or make statements involving learned material. -Show signs of spontaneity in expression. -Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies. -With repetition, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.	A. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense. B. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in French. C. Recognize linguistic and cultural diversity within the French speaking world and how it differs and/or relates to one’s own culture. D. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. E. Acquire strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet updated criteria.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 102	Proposed prefix and number	N/A
Current course title	First Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Continues work of FR 101, further developing all skills. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate low. Recommended: Completion of: FR 101 or	Same as current description. No change proposed.

150 or instructor permission.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to handle successfully a limited number of interactive, task-oriented and social situations. -Can ask and answer questions, initiate and respond to simple statements and generally maintain face-to-face conversation. -Despite some inaccuracy, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. -With repetition, can generally be understood by sympathetic native speakers.	A. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past and future tenses. B. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in French. C. Identify a limited range of linguistic and cultural diversity within the French speaking world and how it differs and/or relates to one’s own culture. D. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. E. Apply some strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet updated criteria.

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 103	Proposed prefix and number	N/A
Current course title	First Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Continues the work of FR 102, further developing all skills. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate mid. Recommended: Completion of: FR 102 or	Same as current description. No change proposed.

instructor permission.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner. -Can talk simply about self and family members. -Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. -Can generally be understood by sympathetic native speakers.	A. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. B. Apply circumlocution and inference skills when navigating a variety of real world situations in French. C. Reflect on linguistic and cultural diversity within the French speaking world and how it differs and/or relates to one’s own culture. D. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. E. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet updated criteria.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 150	Proposed prefix and number	N/A
Current course title	First Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	6	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
For beginners. Introduction to French stressing the development of listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the	Same as current description. No change proposed.

student's active use of the language. Proficiency target level: Novice high to intermediate low.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to satisfy partially the requirements of basic communicative exchanges, still relying heavily on learned utterances but beginning to expand these through recombinations of their elements. -Can ask questions and make statements involving learned material and can initiate, minimally sustain, and close in a simple way basic communicative tasks. -Show signs of spontaneity and progress toward real autonomy of expression. -Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies. -With repetitions, can be understood by native speakers accustomed to dealing with non-native speakers.	A. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past and future tenses. B. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in French. C. Recognize and identify linguistic and cultural diversity within the French speaking world and how it differs and/or relates to one’s own culture. D. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. E. Acquire and apply strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

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

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

Current prerequisites, corequisites and concurrent

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 151	Proposed prefix and number	N/A
Current course title	First Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	6	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Continues the work of FR 150, further developing all skills. Primary emphasis on the student's active use of the language. Also provides a review before entering second year French. Proficiency target	Same as current description. No change proposed.

level: Intermediate mid. Recommended: Completion of FR 102 or 150; or instructor permission.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner. B. Can talk simply about self and family members. C. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. D. Can generally be understood by sympathetic native speakers.	A. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. B. Apply circumlocution and inference skills when navigating a variety of real world situations in French. C. Reflect on linguistic and cultural diversity within the French speaking world and how it differs and/or relates to one’s own culture. D. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. E. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 201	Proposed prefix and number	N/A
Current course title	Second Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Continues the work of first year French, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary	Same as current description. No change proposed.

emphasis on the student's active use of the language. Proficiency target level: Intermediate mid; the successful student will be able to handle a variety of basic communicative tasks and social situations. Recommended: Completion of first year French at the college level or instructor permission.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner. -Can talk simply about self and family members. -Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. -Can generally be understood by sympathetic native speakers.	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. D. Recognize and interpret some cultural behaviors and attitudes within the French speaking world in relation to one’s own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☒ yes
☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 202	Proposed prefix and number	N/A
Current course title	Second Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Continues the work of FR 201, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's	Same as current description. No change proposed.

active use of the language. Proficiency target level: Intermediate mid to high; the successful student will be able to handle many basic communicative tasks and social situations. Recommended: Completion of FR 201 or instructor permission.	
Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to handle successfully many uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner. -Can talk simply about self and family members. -Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. -Give evidence of connected discourse, particularly for simple narration and description. -Can generally be understood by sympathetic native speakers.	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Expand understanding of cultural similarities and differences within the French speaking world in relation to one’s own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☒ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☒ Next available term after approval

☐ Specify term(if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date

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
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 203	Proposed prefix and number	N/A
Current course title	Second Year French	Proposed title (60 characters max)	Same as current title. No change proposed.
# Credits	4	Proposed transcript title (30 characters max)	N/A
Reason for title change	Title is not being changed.		

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

Current Description (required information for all course revisions)	Proposed Description
Continues the work of FR 202, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's	Same as current description. No change proposed.

active use of the language. Proficiency target level: Intermediate high; the successful student will be able to handle most uncomplicated communicative tasks and social situations. Recommended: Completion of FR 202 or instructor permission.	
Reason for change	Description is not being changed.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to handle successfully most uncomplicated communicative tasks and social situations. -Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. -Can generally be understood even by native speakers not accustomed to dealing with non native speakers. -Are beginning to use paragraph-length connected discourse and narrate and describe in major time and aspect frames.	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one’s cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☒ yes
☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date

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
☒ 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	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 250	Proposed prefix and number	N/A
Current course title	Second Year French	Proposed title (60 characters max)	N/A
# Credits	6	Proposed transcript title (30 characters max)	N/A
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description

Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Are able to handle successfully many uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner. B. Can talk simply about self and family members. C. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. D. Give evidence of connected discourse, particularly for simple narration and description. E. Can generally be understood by sympathetic native speakers.	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one’s own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Analyze and develop responses to selected authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	World Languages	Submitter name Phone Email	Stephanie Whitney-Bradley 971-722-8008 swhitney@pcc.edu
Current prefix and number	FR 251	Proposed prefix and number	N/A
Current course title	Second Year French	Proposed title (60 characters max)	N/A
# Credits	6	Proposed transcript title (30 characters max)	N/A
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description

Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
-Are able to handle successfully most uncomplicated communicative tasks and social situations. -Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. -Can generally be understood even by native speakers not accustomed to dealing with non native speakers. -Are beginning to use paragraph-length connected discourse and narrate and describe in major time and aspect frames.	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one’s cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ 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

Department	German	Submitter name Phone Email	Kristi Tompkins 971-722-8002 ktompkin@pcc.edu
Current prefix and number	GER 101	Proposed prefix and number	no change
Current course title	First Year German	Proposed title (60 characters max)	no change
# Credits	4	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

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

Current Description (required information for all course revisions)	Proposed Description
First Year German. For beginners. First term of a three-term sequence. Students develop basic language skills in German: listening, speaking reading, writing, pronunciation, structure, vocabulary and culture. At the end of this course the student will	no change

begin to communicate in common day-to-day interactions.	
Reason for change	n/a

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
☐ Communicates using common interactions in highly predictable settings and uses basic vocabulary, present tense and limited present perfect tense. ☐ Begins to apply language-learning skills to various real-life situations. ☐ Recognizes and begins to appreciate linguistic and cultural diversity within the German-speaking world.	1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense. 2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in German. 3. Recognize linguistic and cultural diversity within the German-speaking world and how it differs and/or relates to one’s own culture. 4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. 5. Acquire strategies for analyzing authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-13-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-13-2011

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
☒ 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

Department	German	Submitter name Phone Email	Kristi Tompkins 971-722-8002 ktompkin@pcc.edu
Current prefix and number	GER 102	Proposed prefix and number	no change
Current course title	First Year German	Proposed title (60 characters max)	no change
# Credits	4	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

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

Current Description (required information for all course revisions)	Proposed Description
First Year German. Second term of a three-term sequence. Continues the work of GER 101. Students continue to develop skills in listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. At the end of this course the student will	no change

communicate in common day-to-day interactions. Recommend: Completion of GER 101, 150 or instructor permission.	
Reason for change	n/a

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Communicates using common interactions in variable settings and uses expanded vocabulary, present tense and present perfect tense. - Continues to apply language-learning skills to more varied real-life situations. - Develops a deeper appreciation of linguistic and cultural diversity within the German-speaking world.	1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense. 2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in German. 3. Identify a limited range of linguistic and cultural diversity within the German-speaking world and how it differs and/or relates to one's own culture. 4. Develop a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Apply some strategies for analyzing authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-13-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-13-2011

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
☒ 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

Department	German	Submitter name	Kristi Tompkins
		Phone	971-722-8002
		Email	ktompkin@pcc.edu
Current prefix and number	GER 103	Proposed prefix and number	no change
Current course title	First Year German	Proposed title (60 characters max)	no change
# Credits	4	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

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

Current Description (required information for all course revisions)	Proposed Description
First Year German. Third term of a three-term sequence. Continues the work of GER 102. Students become adept at skills in listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. On completion, the student will be able to	no change

converse in a variety of situations. Recommended: Completion of GER 102, 151 or instructor permission.	
Reason for change	n/a

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Communicates using common interactions in variable settings and uses expanded vocabulary, present tense and present perfect tense, simple past, past perfect tenses using all cases. - Continues to apply language-learning skills to more varied real-life situations. - Develops a deeper appreciation of linguistic and cultural diversity within the German-speaking world.	1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Further develop circumlocution and inference skills when navigating a variety of real world situations in German. 3. Reflect on linguistic and cultural diversity within the German-speaking world and how it differs and/or relates to one's own culture. 4. Develop a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

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

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-13-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-13-2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Department	German	Submitter name Phone Email	Kristi Tompkins 971-722-8002 ktompkin@pcc.edu
Current prefix and number	GER 150	Proposed prefix and number	no change
Current course title	First Year German	Proposed title (60 characters max)	no change
# Credits	6	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
For beginners. First term of a two-term sequence which equals one full year of German. Students develop basic language skills in German: listening, speaking,	For beginners. First term of a two-term sequence which equals one full year of German. Students develop basic language skills in German: listening, speaking, reading, writing, pronunciation, structure,

reading, writing, pronunciation, structure, vocabulary and culture. At the end of this course the student will communicate in common day-to-day interactions. Audit available.	vocabulary and culture. At the end of this course the student will communicate in common day-to-day interactions.
Reason for change	n/a

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Communicates using common interactions in highly predictable settings and uses basic vocabulary, present tense and some present perfect tense. - Begins to apply language-learning skills to various real-life situations. - Recognizes and begins to appreciate linguistic and cultural diversity within the German-speaking world.	1. Manage common interactions, in both oral and written forms, in predictable settings using the present tense. 2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in German. 3. Recognize and identify linguistic and cultural diversity within the German-speaking world and how it differs and/or relates to one's own culture. 4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. 5. Acquire and apply strategies for analyzing authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-13-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-13-2011

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
☒ 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

Department	German	Submitter name Phone Email	Kristi Tompkins 971-722-8002 ktompkin@pcc.edu
Current prefix and number	GER 151	Proposed prefix and number	no change
Current course title	First Year German	Proposed title (60 characters max)	no change
# Credits	6	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Second term of a two-term sequence. Continues the work of GER 150. Students become adept at skills in listening, speaking, reading, writing, pronunciation, structure,	Second term of a two-term sequence. Continues the work of GER 150. Students become adept at skills in listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. On completion, the

vocabulary and culture. On completion, the student will be able to converse in a variety of situations. Recommended: Completion of GER 150 or instructor permission. Audit available.	student will be able to converse in a variety of situations. Recommended: Completion of GER 150 or instructor permission.
Reason for change	n/a

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Communicates using common interactions in highly predictable settings and uses basic vocabulary, present tense and some present perfect tense. - Begins to apply language-learning skills to various real-life situations. - Recognizes and begins to appreciate linguistic and cultural diversity within the German-speaking world.	1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Apply circumlocution and inference skills when navigating a variety of real world situations in German. 3. Reflect on linguistic and cultural diversity within the German-speaking world and how it differs and/or relates to one's own culture. 4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-13-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-13-2011

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
☒ 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

Department	German	Submitter name Phone Email	Kristi Tompkins 971-722-8002 ktompkin@pcc.edu
Current prefix and number	GER 201	Proposed prefix and number	no change
Current course title	Second Year German	Proposed title (60 characters max)	no change
# Credits	4	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
no change	no change

Reason for change	n/a

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Manages common day-to-day interactions in predictable settings and uses basic vocabulary, present tense, and both past tenses to a limited degree. - Applies language-learning skills to various real-life situations. - Recognizes and begins to appreciate linguistic and cultural diversity within the German-speaking world.	1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. 2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. 4. Recognize and interpret some cultural behaviors and attitudes within the German-speaking world in relation to one’s own cultural perspective. 5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. 6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-9-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-9-2011

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
☒ 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

Department	German	Submitter name Phone Email	Kristi Tompkins 971-722-8002 ktompkin@pcc.edu
Current prefix and number	GER 202	Proposed prefix and number	no change
Current course title	Second Year German	Proposed title (60 characters max)	no change
# Credits	4	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
no change	no change

Reason for change	n/a

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Manages more complex day-to-day interactions in predictable settings and uses expanded vocabulary. Speaks and writes using present, past and future tenses - Applies language-learning skills to various real-life situations. - Further appreciates linguistic and cultural diversity within the German-speaking world.	- Handle a wider range of communicative tasks in selected social situations. - Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. - Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. - Expand understanding of cultural similarities and differences within the German- speaking world in relation to one’s own cultural perspective. - Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. - Analyze and develop responses to selected authentic materials in the target language.

Reason for change	To update the description outcomes to meet Gen Ed criteria

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-9-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-9-2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Department	German	Submitter name	Kristi Tompkins
		Phone	971-722-8002
		Email	ktompkin@pcc.edu
Current prefix and number	GER 203	Proposed prefix and number	no change
Current course title	Second Year German	Proposed title (60 characters max)	no change
# Credits	4	Proposed transcript title (30 characters max)	no change
Reason for title change	no change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
no change	no change

Reason for change	n/a

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
- Manages complex day-to-day interactions in more unpredictable settings and uses expanded vocabulary - Uses present, past and future tenses, uses the subjunctive and possibly passive voice - Continues to apply language-learning skills to more varied real-life situations - Further appreciates linguistic and cultural diversity within the German-speaking world.	1. Manage most communicative tasks in a variety of social situations. 2. Communicate effectively with some rephrasing and circumlocution with most native speakers. 3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. 4. Understand the values underlying cultural behaviors and attitudes within the German-speaking world and how it relates to one's cultural perspective. 5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.
Reason for change	To update the description outcomes to meet Gen Ed criteria

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	5-9-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	5-9-2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pcc.edu
Current prefix and number	JPN 111B	Proposed prefix and number	JPN 111B
Current course title	First Yr Japanese Conversation	Proposed title (60 characters max)	First Yr Japanese Conversation
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Provides extended practice for better understanding of the materials presented in JPN 150. Recommended: Concurrent enrollment in JPN 150 or instructor permission.	Practice structures and vocabulary of first year Japanese in a conversational format. Recommended: Concurrent enrollment in JPN 150 or instructor permission.

Reason for change: To clarify the content of the course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes		New learning outcomes	
• Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. • Begins to apply language-learning skills including deduction and circumlocution skills. • Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.		A. Manage common interactions in highly predictable settings. B. Begin to apply language-learning skills including inference and circumlocution skills. C. Recognize and identify a limited range of linguistic and cultural differences within the Japanese speaking world and how it differs and/or relates to one's own culture.	
Reason for change	To include application of skills.		

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require

this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Takako Yamaguchi, FT Japanese instructor, was consulted. The new course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pcc.edu
Current prefix and number	JPN 112C	Proposed prefix and number	JPN 112C
Current course title	First Yr Japanese Conversation	Proposed title (60 characters max)	First Yr Japanese Conversation
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description		Proposed Description
Provides extended practice for better understanding of the materials presented in JPN 102. Recommended: Completion of JPN 101 or instructor permission.		Further practice of structures and vocabulary of first year Japanese in a conversational format. Recommended: Concurrent enrollment in JPN 151 or instructor permission.
Reason for change	To clarify the nature of the course and its connection to JPN 151.	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
	1. Manage common interactions in predictable settings. 2. Apply language-learning skills including inference and circumlocution skills. 3. Begin to contrast linguistic and cultural diversity within the Japanese speaking world and how it differs and/or relates to one's own culture.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☒ Yes ☐ No	Takako Yamaguchi, FT Japanese instructor, was consulted. The new course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 150	Proposed prefix and number	JPN 150
Current course title	First Year Japanese	Proposed title (60 characters max)	First Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Emphasizes the spoken language of Japanese. Skills of listening, speaking, reading, and writing are developed with emphasis on active use of these skills. Hiragana and Katakana syllabaries are introduced. Offers to enhance cultural awareness and appreciation. For beginners. Recommended: Concurrent enrollment in JPN 111B.	Introduces Japanese language and culture. Emphasizes effective communicative skills in written and spoken language. Examines the practice, product and perspective of Japanese culture. The first course of a two-course sequence.

Reason for change	To clarify the nature of two-term sequenced course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
• Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. • Continues to apply language-learning skills including deduction and circumlocution skills. • Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.	1. Use an understanding of the nature of Japanese language in tone and pitch to manage basic interactions in predictable settings. 2. Apply circumlocution and inference skills when navigating limited real world situations in Japanese. 3. Begin to identify a limited range of linguistic and cultural diversity within the Japanese speaking world and how it differs and/or relates to one's own culture. 4. Apply a limited understanding of selected historical and cultural movements in the target language through exposure to literature, art and performing arts in the target language. 5. Apply an understanding of basic Japanese syntactic system to read and compose simple colloquial Japanese texts in Japanese Kana syllabaries.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☒ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Takako Yamaguchi FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 151	Proposed prefix and number	JPN 151
Current course title	First Year Japanese	Proposed title (60 characters max)	First Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Continuation of JPN 150. Expands the communicative use of Japanese and cultural awareness. Practice of Hiragana and Katakana syllabaries are continued. Kanji characters are introduced. Recommended: Completion of JPN 150 or instructor permission and concurrent enrollment in JPN 112B.	Continues the introduction of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Expands the practice, product and perspective of Japanese culture. The second course of a two-course sequence. Prerequisite: JPN 150 or instructor permission.

Reason for change	To clarify the nature of two-term sequenced course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.	1. Apply a clear understanding of the nature of Japanese tone and pitch to manage limited interactions in a selected variety of settings. 2. Further apply circumlocution and inference skills when navigating limited real world situations in Japanese. 3. Reflect on linguistic and cultural diversity within the Japanese speaking world and how it differs and/or relates to one's own culture. 4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Apply an understanding of slightly complex Japanese syntactic system to read and compose simple Japanese texts in Japanese Kana syllabaries and additional Kanji characters.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☒ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Takako Yamaguchi, FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 211B	Proposed prefix and number	JPN 211B
Current course title	Inter Japanese Conversation	Proposed title (60 characters max)	Inter Japanese Conversation
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Designed to provide extended practice for better understanding of the materials presented in JPN 201. Recommended: Completion of JPN 103 or JPN 151, or concurrent enrollment in JPN 250 or instructor permission.	Practice structures and vocabulary of second year Japanese in a conversational format. Recommended: Concurrent enrollment in JPN 250 or instructor permission.
Reason for change	To clarify the nature of the course and its relation to JPN 250.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds..	A. Manage common interactions in a selected variety of settings using intermediate-level Japanese grammatical structures and vocabulary. B. Begin to apply effective communication skills to interact with native Japanese speakers accustomed to dealing with non-native speakers. C. Apply broader cultural understanding to recognize and interpret cultural behaviors and attitudes within the Japanese speaking world in relation to one’s own cultural perspective.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: JPN 250	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.



Yes



No

Takako Yamaguchi FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.

Implementation
term



Next available term after approval



Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 211C	Proposed prefix and number	JPN 211C
Current course title	Inter Japanese Conversation	Proposed title (60 characters max)	Inter Japanese Conversation
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Designed to provide extended practice for better understanding of the materials presented in JPN 201. Recommended: Completion of first year Japanese at the college level, or three years of high school Japanese or instructor permission.	Practice of structures and vocabulary of second year Japanese in a conversational format. Recommended: Concurrent enrollment in JPN 201 or instructor permission.
Reason for change	To clarify the nature of the course. Also to remove recommended skill level of entry. This is because the high-school and immersion programs which prepare students for the college level course vary in readiness as well as due to varying skill levels of the individual students entering the course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds..	A. Manage common interactions in a selected variety of settings using intermediate-level Japanese grammatical structures and vocabulary. B. Begin to apply effective communication skills to interact with native Japanese speakers accustomed to dealing with non-native speakers. C. Apply broader cultural understanding to recognize and interpret cultural behaviors and attitudes within the Japanese speaking world in relation to one's own cultural perspective.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.



Yes



No

Takako Yamaguchi FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.

Implementation
term



Next available term after approval



Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 212C	Proposed prefix and number	JPN 212C
Current course title	Inter Japanese Conversation	Proposed title (60 characters max)	Inter Japanese Conversation
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Designed to provide extended practice for better understanding of the materials presented in JPN 202. Recommended: Completion of JPN 201 or JPN 250 or instructor permission.	Further practice of structures and vocabulary of second year Japanese in a conversational format. Recommended: Concurrent enrollment in JPN 202 or JPN 251, or instructor permission.
Reason for change	To clarify the nature of this course and its relation to JPN 202 and JPN 251.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds..	- Handle a wider range of interactions in selected settings using intermediate-level Japanese grammar and vocabulary. - Apply effective communication skills to interact with native Japanese speakers accustomed to dealing with non-native speakers. - Expand understanding of cultural and linguistic similarities within the Japanese speaking world in relation to one’s own cultural perspective.

Reason for change

To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.



Yes



No

Takako Yamaguchi FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.

Implementation
term



Next available term after approval



Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 213C	Proposed prefix and number	JPN 213C
Current course title	Inter Japanese Conversation	Proposed title (60 characters max)	Inter Japanese Conversation
Reason for title change		Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Designed to provide extended practice for better understanding of the materials presented in JPN 203. Recommended: Completion of JPN 202 or instructor permission.		Continued practice of structures and vocabulary of second year Japanese in a conversational format. Recommended: Concurrent enrollment in JPN 203 or instructor permission.	
Reason for change	To clarify the nature of the course and its relation to JPN 203.		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds..	A. Handle interactions in a variety of settings using intermediate-level Japanese grammar and vocabulary. B. Communicate more effectively with native speakers accustomed to dealing with non-native speakers. C. Compare and contrast the values underlying cultural behaviors and attitudes within the Japanese speaking world in relation to one's own cultural perspective.

Reason for change

To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.



Yes



No

Takako Yamaguchi FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.

Implementation
term



Next available term after approval



Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 250	Proposed prefix and number	JPN 250
Current course title	Second Year Japanese	Proposed title (60 characters max)	Second Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Emphasizes the spoken language of Japanese. Skills of listening, speaking, reading, and writing are continued. Kanji characters are further explored. Offers to expand cultural awareness and appreciation. Recommended: Completion of first year Japanese at the college level or three years of Japanese in high school or instructor permission or concurrent enrollment in JPN 211B.	Reviews and continues study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Examines new practices, products and perspectives of Japanese culture. The first course of a two-course sequence of second-year Japanese. Prerequisite: JPN 103 or instructor permission.

Reason for change	To clarify the nature of two-term sequenced course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.	- Handle a limited number of uncomplicated communicative tasks in straightforward social situations. - Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. - Recognize and interpret cultural behaviors and attitudes within the Japanese speaking world in relation to one's own cultural perspective. - Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. - Respond to selected authentic materials in the target language. - Employ an understanding of the Japanese syntactic system to read and compose colloquial Japanese texts in Japanese Kana syllabaries and increased Kanji characters.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☒ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Takako Yamaguchi, FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	World Languages Japanese	Submitter name Phone Email	Morgan Lindberg 971-722-7865 morgan.lindberg@pccedu
Current prefix and number	JPN 251	Proposed prefix and number	JPN 251
Current course title	Second Year Japanese	Proposed title (60 characters max)	Second Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Continues work begun in JPN 250, expanding the communicative use of Japanese and cultural awareness. Kanji characters are further explored. Recommended: Completion of JPN 250 or equivalent, or concurrent enrollment in JPN 212B.	Continues study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Expands practices, products and perspectives of Japanese culture. The second course of a two-course sequence. Prerequisite: JPN 250 or instructor permission.

Reason for change	To clarify the nature of two-term sequenced course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. - Begins to apply language-learning skills including deduction and circumlocution skills. - Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.	- Handle a wider range of communicative tasks in selected social situations. - Communicate more effectively with some rephrasing and circumlocution with native speakers used to dealing with non-native speakers. - Expand understanding of the values underlying cultural behaviors and attitudes within the Japanese speaking world and how it relates to one's cultural perspective. - Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. - Respond to abstract and complex ideas in selected authentic materials in the target language. - Employ an understanding of the Japanese syntactic system to read and compose more colloquial Japanese texts in Japanese Kana syllabaries and complex Kanji characters.

Reason for change	To include application of skills.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☒ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Takako Yamaguchi, FT Japanese instructor, was consulted. The new course description and course outcome guidelines were co-written with members of the WL SAC and therefore no direct adverse impact is anticipated.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Stephanie Whitney-Bradley	swhitney@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☐ description
☒ 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	World Languages	Submitter name	Kristine Shmakov
		Phone	971-722-4841
		Email	kshmakov@pcc.edu
Current prefix and number	RUS 101	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	First year Russian	Proposed title (60 characters max)	Same as current title-no changed proposed
# Credits	4	Proposed transcript title (30 characters max)	no change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Emphasizes active communication in beginning Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners.	Same as current description- no change proposed

Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Manages very simple interactions in highly predictable setting, using basic vocabulary and present tense. B. Begins to apply language-learning skills. C. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense. 2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Russian. 3. Recognize linguistic and cultural diversity within the Russian-speaking world and how it differs and/or relates to one's own culture. 4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. 5. Acquire strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12, 2011

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
☒ 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	World Languages	Submitter name	Kristine Shmakov
		Phone	971-722-4841
		Email	kshmakov@pcc.edu
Current prefix and number	RUS 102	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	First year Russian	Proposed title (60 characters max)	Same as current title-no changed proposed
# Credits	4	Proposed transcript title (30 characters max)	no change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Continues the work of RUS 101. Emphasizes active communication in Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. Recommended:	Same as current description- no change proposed

Completion of RUS 101 or instructor permission.	
Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Communicates using common interactions in highly predictable setting, using basic vocabulary and present tense. Begins to use past and future tense. 2. Applies language-learning skills to various real-life situations. 3. Recognizes and approaches cultural differences with respect and open-mindedness	1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense. 2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Russian. 3. Identify a limited range of linguistic and cultural diversity within the Russian speaking world and how it differs and/or relates to one's own culture. 4. Develop a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Apply some strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
☐	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐	Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12, 2011

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
☒ 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	World Languages	Submitter name	Kristine Shmakov
		Phone	971-722-4841
		Email	kshmakov@pcc.edu
Current prefix and number	RUS 103	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	First year Russian	Proposed title (60 characters max)	Same as current title-no changed proposed
# Credits	4	Proposed transcript title (30 characters max)	no change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Continues the work of first year Russian, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing.	Same as current description- no change proposed

Recommended: Completion of first year Russian at college level or instructor permission.	
Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Communicates using common interactions in predictable setting, using basic vocabulary, present, past and future tenses. B. Applies language-learning skills to various real-life situations. C. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Russian. 3. Reflect on linguistic and cultural diversity within the Russian-speaking world and how it differs and/or relates to one's own culture. 4. Develop a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12, 2011

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
☒ 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	World Languages	Submitter name Phone Email	Kristine Shmakov 971-722-4841 kshmakov@pcc.edu
Current prefix and number	RUS 150	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	First Year Russian	Proposed title (60 characters max)	Same as current title-no changed proposed
# Credits	6	Proposed transcript title (30 characters max)	no change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
For beginners. Emphasizes active communication in beginning Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Enrollment in	For beginners. Emphasizes active communication in beginning Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture.

RUS 111C when offered.	
Reason for change	We no longer offer RUS 111C during the academic year and so this recommendation is confusing to students.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Manages common interactions in highly predictable setting, using basic vocabulary and present tense. 2. Begins to apply language-learning skills. 3. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Manage common interactions, in both oral and written forms, in predictable settings using the present tense. 2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Russian. 3. Recognize and identify linguistic and cultural diversity within the Russian-speaking world and how it differs and/or relates to one’s own culture. 4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. 5. Acquire and apply strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
- ☒ 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	World Languages	Submitter name Phone Email	Kristine Shmakov 971-722-4841 kshmakov@pcc.edu
Current prefix and number	RUS 151	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	First Year Russian	Proposed title (60 characters max)	Same as current prefix and number- no change proposed
# Credits	6	Proposed transcript title (30 characters max)	no change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Continues the work of RUS 150. Emphasizes active communication in Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended:	Continues the work of RUS 150. Emphasizes active communication in Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Completion of RUS 150 or instructor permission.

Completion of RUS 150 or instructor permission. Recommended: Enrollment in RUS 111C when offered.	
Reason for change	We no longer offer RUS 111C during the academic year and so this recommendation is confusing to students.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Manages common interactions in highly predictable setting, using basic vocabulary, present tense, past and future tenses. B. Applies language-learning skills. C. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Apply circumlocution and inference skills when navigating a variety of real world situations in Russian. 3. Reflect on linguistic and cultural diversity within the Russian-speaking world and how it differs and/or relates to one's own culture. 4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

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
☒ 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	World Languages	Submitter name	Kristine Shmakov
		Phone	4841
		Email	kshmakov@pcc.edu
Current prefix and number	RUS 201	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	Second year Russian	Proposed title (60 characters max)	Same as current title-no changed proposed
# Credits	5	Proposed transcript title (30 characters max)	No change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Continues the work of first year Russian, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing.	Same as current description- no change proposed

Recommended: Completion of first year Russian at college level or instructor permission.	
Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Manages common day-to-day interactions in predictable setting, using basic vocabulary, present, past and future tenses. B. Applies language-learning skills. C. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. 2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames and using all six cases with limited accuracy. 4. Recognize and interpret some cultural behaviors and attitudes within the Russian-speaking world in relation to one’s own cultural perspective. 5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. 6. Further apply strategies for analyzing and responding to limited authentic materials in the target language.
Reason for change	To update the learning outcomes descriptions to meet Gen. Ed. criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12, 2011
SAC Administrative Liaison	Email	Date

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
☒ 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	World Languages	Submitter name	Kristine Shmakov
		Phone	977-722-4841
		Email	kshmakov@pcc.edu
Current prefix and number	RUS 202	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	Second year Russian	Proposed title (60 characters max)	Same as current title- no change proposed
# Credits	5	Proposed transcript title (30 characters max)	No change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of RUS 201 or instructor permission.	Same as current description- no change proposed

Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Manages common interactions in predictable setting, using high-frequency vocabulary, present, past and future tenses. B. Applies language-learning skills. C. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Handle a wider range of communicative tasks in selected social situations. 2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Further apply discourse to narrate and describe in more detail and length using a variety of time frames and all six cases with greater accuracy. 4. Expand understanding of cultural similarities and differences within the Russian-speaking world in relation to one's own cultural perspective. 5. Deepen understanding of historical and cultural movements through analysis of selected words of art, literature, music, film and/or performing arts. 6. Analyze and develop responses to selected authentic materials in the target language.
Reason for change	To update the learning outcomes descriptions to meet Gen. Ed. criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12, 2011

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
☒ 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	World Languages	Submitter name	Kristine Shmakov
		Phone	977-722-4841
		Email	kshmakov@pcc.edu
Current prefix and number	RUS 203	Proposed prefix and number	Same as current prefix and number- no change proposed
Current course title	Second year Russian	Proposed title (60 characters max)	Same as current title-no change proposed
# Credits	5	Proposed transcript title (30 characters max)	No change proposed
Reason for title change	Title is not being changed		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Continuation of RUS 202. Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of RUS 202 or	Same as current description- no change proposed

instructor permission.	
Reason for change	Description is not being changed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Manages interactions in predictable setting using present, past and future tenses in both aspects. Begins to use conditional and more complex forms of speech. B. Applies language-learning skills. C. Recognizes and approaches cultural differences with respect and open-mindedness.	1. Manage most communicative tasks in a variety of social situations. 2. Communicate effectively with some rephrasing and circumlocution with most native speakers. 3. Narrate and describe with increased detail and length using a variety of time frames and modes and all six cases with consistent accuracy. 4. Understand the values underlying cultural behaviors and attitudes within the Russian-speaking world and how it relates to one's own cultural perspective. 5. Compare and contrast historical and cultural movements through analysis of selected words of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to hypothetical and increasingly complex ideas in a variety of authentic material in the target language.
Reason for change	To update the learning outcomes descriptions to meet Gen. Ed. criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12, 2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Jan Underwood X5085 junderwo@pcc.edu
Current prefix and number	SPA 101	Proposed prefix and number	
Current course title	First Year Spanish First Term	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description		Proposed Description	
Beginning communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.			
Reason for change			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
1. Manages common interactions in highly predictable settings, using basic vocabulary and present tense. 2. Begins to apply language-learning skills. 3. Recognizes and begins to appreciate linguistic and cultural diversity within the Hispanic world.	1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense. 2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish. 3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one’s own culture. 4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. 5. Acquire strategies for analyzing authentic materials in the target language.

Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	05-09-11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	05-09-11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Jan Underwood X5085 junderwo@pcc.edu
Current prefix and number	SPA 102	Proposed prefix and number	
Current course title	First Year Spanish-Second Term	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Simultaneous enrollment in SPA 112C. Successful completion of SPA 101 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
1. Manages common interactions in predictable settings, using basic vocabulary, and present and past tenses. 2. Applies language-learning skills. 3. Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.	1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense. 2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish. 3. Identify a limited range of linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one’s own culture. 4. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Apply some strategies for analyzing authentic materials in the target language.

Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	05-09-11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	05-09-11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Jan Underwood X5085 junderwo@pcc.edu
Current prefix and number	SPA 103	Proposed prefix and number	
Current course title	First Year Spanish-Third Term	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Simultaneous enrollment in SPA 113C. Successful completion of SPA 102 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
1. Manages common interactions in predictable settings, using basic vocabulary, and present, past, and future tenses. 2. Applies language-learning skills. 3. Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.	1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish. 3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one’s own culture. 4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.

Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	05-09-11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	05-09-11

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
☒ 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	World Languages	Submitter name	Sarah Bentley
		Phone	x8023
		Email	sarah.bentley@pcc.edu
Current prefix and number	SPA 150	Proposed prefix and number	N/A
Current course title	First Year Spanish	Proposed title (60 characters max)	N/A
# Credits	6	Proposed transcript title (30 characters max)	N/A
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Emphasizes active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Addendum to Course Description: Spanish 150 is offered for six hours of transferable credit. It meets six hours per week. This course satisfies part of the foreign language requirement for the B.A. degree, counts as an elective for the A.A. degree, and contributes to the general education requirement for other Associate Degrees.

Reason
for change

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes
(required information for all course
revisions)

1. Will minimally satisfy the requirements of basic communication. Will still rely largely on learned phraseology. There may be some evidence of the ability to recombine these learned blocks.
2. Ask simple questions and make basic statements with learned material. Can also initiate very basic conversation and follow through and successfully end the same so long as the exchange remains within boundaries set by learned structures.
3. Begin to display evidence of free expression allowing for minor emotional personalization of content.
4. Can discuss with a fair degree of competence those topics relating to their daily lives such as immediate family, frequented surroundings, and daily activities. Should have a good grasp of basic, formulaic courtesy vocabulary.
5. With repetition, can be understood by native speakers accustomed to dealing with non-native speakers

New learning outcomes

1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past and future tenses.
2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish.
3. Recognize and identify linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.
4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.
5. Acquire and apply strategies for analyzing authentic materials in the target language.

Reason
for
change

To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes

☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☒ Next available term after approval

☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date

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
☒ 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	World Languages	Submitter name Phone Email	Sarah Bentley 971-722-8023 sarah.bentley@pcc.edu
Current prefix and number	SPA 151	Proposed prefix and number	N/A
Current course title	First Year Spanish	Proposed title (60 characters max)	N/A
# Credits	6	Proposed transcript title (30 characters max)	N/A
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Increases vocabulary and proficiency in the present, past and future tenses, and the command of verb forms. Engage in and initiate Spanish dialogue. Recommended: SPA 150 or completion of at least two years	

of recent high school Spanish. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Will satisfy the requirements of basic communication. B. Can ask and answer simple questions and make basic statements with learned material and beyond. Can also initiate very basic conversation and follow through and successfully end the same so long as the exchange remains within boundaries set by learned structures. C. Are able to display evidence of free expression allowing for minor emotional personalization of content. D. Can discuss with a fair degree of competence those topics relating to their daily lives such as immediate family, frequented surroundings, and daily activities. Should have a good grasp of basic, formulaic courtesy vocabulary. E. Can be understood by native speakers accustomed to dealing with non-native speakers	1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Apply circumlocution and inference skills when navigating a variety of real world situations in Spanish. 3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one’s own culture. 4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.
Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval
	☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Sarah Bentley x8023 sarah.bentley@pcc.edu
Current prefix and number	SPA 201	Proposed prefix and number	
Current course title	Second Year Spanish-1st Term	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Reviews and expands the use of basic vocabulary, structural patterns, indicative tenses and commands from first-year college Spanish. Listen, speak, write and read in Spanish. Recommended: Simultaneous enrollment in SPA 211. SPA 151, 103, or instructor permission required. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Addendum to course description: This course satisfies part of the foreign language requirement for the B.A. degree, counts towards Arts and Letters	

distribution requirements for the A.A. degree, and contributes to the General Education requirement for other Associate Degrees.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
(none listed on website)	1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. 2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. 4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one’s own cultural perspective. 5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. 6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	05-09-11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	05-09-11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Sarah Bentley x8023 sarah.bentley@pcc.edu
Current prefix and number	SPA 202	Proposed prefix and number	
Current course title	Second Year Spanish-2nd Term	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Practice and expand vocabulary and structures. Emphasizes subjunctive tenses to express personal feelings, doubts and opinions in Spanish. Recommended: Simultaneous enrollment in SPA 212. Successful completion of SPA 201 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores..	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
1. Manages interactions in predictable settings 2. Applies language-learning skills. 3. Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.	1. Handle a wider range of communicative tasks in selected social situations. 2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. 4. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one’s own cultural perspective. 5. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to selected authentic materials in the target language.

Reason for change

To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes	
☒ No	

Implementation term	☒ Next available term after approval
	☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	05-09-11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	05-09-11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Spanish / World Languages	Submitter name Phone Email	Sarah Bentley x8023 sarah.bentley@pcc.edu
Current prefix and number	SPA 203	Proposed prefix and number	
Current course title	Second Year Spanish-3rd Term	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Practice and expand vocabulary and subjunctive patterns. Listen, speak, read, write and begin to sense the culture in the idiom. Recommended: Simultaneous enrollment in SPA 213. Successful completion of SPA 202 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
1. Manages common interactions in predictable settings 2. Applies language-learning skills 3. Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.	1. Manage most communicative tasks in a variety of social situations. 2. Communicate effectively with some rephrasing and circumlocution with most native speakers. 3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. 4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one’s cultural perspective. 5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

Reason for change	To update the learning outcome descriptions to meet new criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	

Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	05-09-11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	05-09-11

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
☒ 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	World Languages	Submitter name Phone Email	Sarah Bentley 971-722-8023 sarah.bentley@pcc.edu
Current prefix and number	SPA 250	Proposed prefix and number	N/A
Current course title	Second Year Spanish	Proposed title (60 characters max)	N/A
# Credits	6	Proposed transcript title (30 characters max)	N/A
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Develop and practice language competence and proficiency by reinforcing all basic structures and expanding vocabulary of first year Spanish. Emphasizes understanding, speaking, reading and writing.	

Recommended: Completion of first year college Spanish or three or more years of recent high school Spanish, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
SPA 250 emphasizes the development of oral proficiency, the acquisition and correct use of pronunciation, mastery of structure and vocabulary, development of reading and writing skills, and cultural concepts for the purpose of communicating in Spanish. Structures and functions from first year Spanish will be reviewed and expanded. The order of presentation and the amount of material covered depends on the methodology and materials chosen by the instructor and on the speed with which the particular class progresses. Topics generally presented and actively practiced include: A. Functions 1. Describing oneself, others, and things 2. Introducing people 3. Describing one's daily routine and talking about personal care and grooming 4. Attracting the attention of another speaker 5. Apologizing 6. Describing what needs to be done around the home 7. Asking and accepting assistance from others and thanking them 8. Politely refusing to help and making excuses for not helping 9. Describing locations in a city or in a building	1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. 2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. 4. Recognize and interpret cultural behaviors and attitudes within the Spanish speaking world in relation to one's own cultural perspective. 5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. 6. Analyze and develop responses to selected authentic materials in the target language.

10. Asking for directions, understanding and giving directions
11. Inviting people to cultural activities
12. Accepting and politely turning down an invitation
13. Suggesting alternate things to do
14. Buying tickets to cultural and sport events
15. Arranging where and when to meet people
16. Talking about cultural and sports activities
17. Describing what happened or did not happen: when? where? under what condition?
18. Narrating a sequence of events
19. Shopping for food
20. Ordering food in a restaurant
21. Asking for suggestions from the menu and indicating one's preferences
22. Paying for the meal

B. Grammatical Structures

1. Nouns and articles
2. Adjectives
3. Ser vs. estar
4. Regular and irregular present tense forms
5. Reflexive verbs
6. Infinitive constructions
7. Impersonal se
8. Progressive construction
9. Ir a; acabar de
10. Present Subjunctive and infinitive constructions
11. Imperative forms
12. Adverbs and prepositions of place
13. Por / para
14. Regular and irregular preterite forms
15. Expressing time: hace, desde
16. Pero vs. sino
17. Imperfect tense
18. Preterite vs. imperfect
19. Adverbial expressions of past time
20. Present perfect tense
21. Regular and irregular past participles
22. Subject, object, and double object pronouns
23. Me gusta and similar constructions

Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

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
☒ 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	World Languages	Submitter name Phone Email	Sarah Bentley 971-722-8023 sarah.bentley@pcc.edu
Current prefix and number	SPA 251	Proposed prefix and number	N/A
Current course title	Second Year Spanish	Proposed title (60 characters max)	N/A
# Credits	6	Proposed transcript title (30 characters max)	N/A
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Develop and practice communicative competence and proficiency. Emphasizes proper use of the subjunctive to understand and express personal feelings and thoughts. Focuses on various dimensions of	

Hispanic culture. Recommended: Completion of SPA 250 or four or more years of recent high school Spanish or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
SPA 251 emphasizes the development of oral proficiency, the acquisition and correct use of pronunciation, mastery of structure and vocabulary, development of reading and writing skills, and cultural concepts for the purpose of communicating in Spanish. Structures and functions from first year Spanish will be reviewed and expanded. The order of presentation and the amount of material covered depends on the methodology and materials chosen by the instructor and on the speed with which the particular class progresses. Topics generally presented and actively practiced include: A. Functions 1. Describing medical, dental, and hospital care 2. Making a doctor's appointment 3. Describing what someone is wearing 4. Expressing opinions about clothes 5. Shopping for clothes. Explaining one's needs: style, size, etc. 6. Explaining why a certain article is appropriate or inappropriate 7. Discussing prices 8. Asking for travel information 9. Making travel arrangements 10. Understanding train and plane announcements 11. Reserving a hotel room	1. Manage most communicative tasks in a variety of social situations. 2. Communicate effectively with some rephrasing and circumlocution with most native speakers. 3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. 4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective. 5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

12. Requesting hotel services 13. Paying a hotel bill 14. Renting an apartment 15. Describing the type of housing one is looking for 16. Asking and answering questions about where one lives 17. Asking someone to do things in the home 18. Describing what is broken or not functioning 19. Asking people to make appropriate repairs 20. Having a car serviced or repaired 21. Interviewing for a job 22. Describing one's skills and work experience 23. Defining one's work preferences B. Grammatical Structures 1. Subordinate noun clauses and the subjunctive 2. Subordinate adjectival clauses and the subjunctive 3. Present perfect subjunctive 4. Comparative and superlative constructions 5. Demonstrative adjectives and pronouns 6. Possessive adjectives and pronouns 7. Nominalization of articles 8. Regular, and irregular future forms 9. Conditional 10. Subordinate adverbial clauses 11. Pluperfect 12. Future perfect 13. AI + infinite 14. Preposition + infinite 15. Conjunction + subjunctive 16. Si - clauses and sequence of tenses 17. Estar + past participle 18. Passive voice 19. Se + verb 20. Pluperfect subjunctive 21. Relative pronouns 22. Rules of accentuation	
Reason for change	To update the learning outcome descriptions to meet Gen Ed criteria.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	May 12 th , 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	May 12 th , 2011

Arts and Letters 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
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	FR 201	Course Title:	Second Year French
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	FR 201	Course Title:	Second Year French

Course Description:	Continues the work of first year French, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate mid; the successful student will be able to handle a variety of basic communicative tasks and social situations. Recommended: Completion of first year French at the college level or instructor permission.

Course Outcomes:	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. D. Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing art.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Handle a limited number of uncomplicated communicative tasks in straightforward social situations.
- Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.
- Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.
- Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one's own cultural perspective.
- Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.
- Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	FR 202	Course Title:	Second Year French
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	FR 202	Course Title:	Second Year French

Course Description:	Continues the work of FR 201, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's active use of the language. Proficiency target level: Intermediate mid to high; the successful student will be able to handle many basic communicative tasks and social situations. Recommended: Completion of FR 201 or instructor permission.

Course Outcomes:	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Expand understanding of cultural similarities and differences within the French speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Expand understanding of cultural similarities and differences within the French speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to selected authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Expand understanding of cultural similarities and differences within the French speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	FR 203	Course Title:	Second Year French
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	FR 203	Course Title:	Second Year French

Course Description:	Continues the work of FR 202, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's active use of the language. Proficiency target level: Intermediate high; the successful student will be able to handle most uncomplicated communicative tasks and social situations. Recommended: Completion of FR 202 or instructor permission.

Course Outcomes:	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one's cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one's cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Manage most communicative tasks in a variety of social situations.
- Communicate effectively with some rephrasing and circumlocution with most native speakers.
- Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.
- Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one's cultural perspective.
- Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	FR 250	Course Title:	Second Year French
Course Credits:	6	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	FR 250	Course Title:	Second Year French

Course Description:	Continues the work of first year French, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate mid to high; the successful student will be able to handle a variety of basic communicative tasks and social situations. Recommended: Completion of first year French at the college level or the equivalent.

Course Outcomes:	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Analyze and develop responses to selected authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to selected authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Recognize and interpret cultural behaviors and attitudes within the French speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Analyze and develop responses to selected authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	FR 251	Course Title:	Second Year French
Course Credits:	6	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	FR 251	Course Title:	Second Year French

Course Description:	Continues the work of FR 250, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's active use of the language. Proficiency target level: Intermediate high; the successful student will be able to handle most uncomplicated communicative tasks and social situations. Recommended: Completion of FR 250 or instructor permission.

Course Outcomes:	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one's cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one's cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Manage most communicative tasks in a variety of social situations.
- B. Communicate effectively with some rephrasing and circumlocution with most native speakers.
- C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.
- D. Understand the values underlying cultural behaviors and attitudes within the French speaking world and how it relates to one's cultural perspective.
- E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Kristi Tompkins	ktompkin@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GER 201	Course Title:	Second Year German
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	GER 201	Course Title:	Second Year German
Course Description:	First term of a three-term sequence that continues the work of first year German. Students expand on their skills in the five language areas: listening, speaking, writing, reading, and culture. Emphasizes proficiency in spoken German. Recommended: Completion of first year college German or instructor permission. Audit available.		
Course Outcomes:	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Write using paragraph-length connected discourse to narrate and describe; uses the four cases and present and past time frames with limited accuracy. D. Recognize and interpret cultural behaviors and attitudes within the German-speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represents a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Recognize and interpret cultural behaviors and attitudes within the German-speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing art.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations.
- B. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.
- C. Write using paragraph-length connected discourse to narrate and describe; uses the four cases and present and past time frames with limited accuracy.
- D. Recognize and interpret cultural behaviors and attitudes within the German-speaking world in relation to one's own cultural perspective.
- E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.
- F. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Kristi Tompkins	ktompkin@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GER 202	Course Title:	Second Year German
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	GER 202	Course Title:	Second Year German
Course Description:	Second term of a three-term sequence. Students continue to expand on their skills in the five language areas: listening, speaking, writing, reading, and culture. Emphasizes proficiency in spoken German. Recommended: Completion of GER 201 or instructor permission. Audit available.		
Course Outcomes:	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of cases and time frames with greater accuracy. D. Expand understanding of cultural similarities and differences within the German speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represents a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Expand understanding of cultural similarities and differences within the German-speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to selected authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Handle a wider range of communicative tasks in selected social situations.
- B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.
- C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.
- D. Expand understanding of cultural similarities and differences within the German-speaking world in relation to one's own cultural perspective.
- E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- F. Analyze and develop responses to selected authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Kristi Tompkins	ktompkin@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	GER 203	Course Title:	Second Year German
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	GER 203	Course Title:	Second Year German
Course Description:	Third term of a three-term sequence. Students continue to expand on their skills in the five language areas: listening, speaking, writing, reading, and culture. Emphasizes proficiency in spoken German. Recommended: Completion of GER 202 or instructor permission. Audit available.		
Course Outcomes:	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and cases with consistent accuracy. Uses subjunctive mode in writing with limited accuracy. D. Understand the values underlying cultural behaviors and attitudes within the German-speaking world and how it relates to one's cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represents a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Understand the values underlying cultural behaviors and attitudes within the German-speaking world and how it relates to one's cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines.
5. Each course should also do at least one of the following:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Manage most communicative tasks in a variety of social situations.
- B. Communicate effectively with some rephrasing and circumlocution with most native speakers.
- C. Narrate and describe with increased detail and length using a variety of time frames and cases with consistent accuracy. Uses subjunctive mode in writing with limited accuracy.
- D. Understand the values underlying cultural behaviors and attitudes within the German-speaking world and how it relates to one's cultural perspective.
- E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable

Students expand their knowledge of cultures through language learning and

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Takako Yamaguchi	tyamaguc@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	JPN 201	Course Title:	Second Year Japanese
Course Credits:	5	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	JPN 201	Course Title:	Second Year Japanese

Course Description:	Reviews and continues study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Examines new practices, products and perspectives of Japanese culture. The first course of a three-course sequence of second-year Japanese. Prerequisite: JPN 103 or instructor permission.

Course Outcomes:	A. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese. B. Employ an understanding of the Japanese syntactic system to read and compose colloquial Japanese texts in Japanese Kana syllabaries and increased Kanji characters. C. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in semi-predictable settings. D. Use effective communicative skills to interact with native Japanese speakers by managing mid-level formal speech.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this: A. <i>Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese.</i>

B. Appreciation of history both from a global perspective and from a	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles

personal perspective, including an awareness of the role played by gender and by various cultures.	(readings, music, films, etc) through which we teach language. Outcome A directly addresses this: <i>A. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome D directly addresses this: <i>D. Use effective communicative skills to interact with native Japanese speakers by managing mid-level formal speech.</i>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above	A. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese. B. Employ an understanding of the Japanese syntactic system to read

outcomes and criteria.*	and compose colloquial Japanese texts in Japanese Kana syllabaries and increased Kanji characters. C. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in semi-predictable settings. D. Use effective communicative skills to interact with native Japanese speakers by managing mid-level formal speech.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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
	Takako Yamaguchi	tyamaguc@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	JPN 202	Course Title:	Second Year Japanese
Course Credits:	5	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	JPN 202	Course Title:	Second Year Japanese

Course Description:	Expands study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Adds the new practices, products and perspectives of Japanese culture. The second course of a three-course sequence of second-year Japanese. Prerequisite: JPN 201 or instructor permission.

Course Outcomes:	A. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts. B. Employ an understanding of the Japanese syntactic system to read and compose more colloquial Japanese texts in Japanese Kana syllabaries and complex Kanji characters. C. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more natural settings. D. Use effective communicative skills to interact with native speakers of Japanese by managing both mid-level formal and some informal levels of speech.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this: A. <i>Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome A directly addresses this:

the role played by gender and by various cultures.	<i>A. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome D directly addresses this: <i>D. Use effective communicative skills to interact with native speakers of Japanese by managing both mid-level formal and some informal levels of speech.</i>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<i>A. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts.</i> <i>B. Employ an understanding of the Japanese syntactic system to read and compose more colloquial Japanese texts in Japanese Kana syllabaries and</i>

	complex Kanji characters. C. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more natural settings. D. Use effective communicative skills to interact with native speakers of Japanese by managing both mid-level formal and some informal levels of speech.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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:

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[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Takako Yamaguchi	tyamaguc@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	JPN 203	Course Title:	Second Year Japanese
Course Credits:	5	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	JPN 203	Course Title:	Second Year Japanese
Course Description:	Continues study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Expands practices, products and perspectives of Japanese culture. The third course of a three-course sequence. Prerequisite: JPN 202 or instructor permission.		
Course Outcomes:	A. Apply deepened cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts. B. Employ an understanding of the Japanese syntactic system to form opinions, comments, explanations, agreements, disagreements and intentions. C. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more authentic settings. D. Use effective communicative skills to interact with native speakers of Japanese by managing mid-level formal, some informal and polite formal levels of speech.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this: A. <i>Apply deepened cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts.</i>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome A directly addresses this:

the role played by gender and by various cultures.	<i>A. Apply deepened cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome D directly addresses this: <i>D. Use effective communicative skills to interact with native speakers of Japanese by managing mid-level formal, some informal and polite formal levels of speech.</i>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Apply deepened cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts. B. Employ an understanding of the Japanese syntactic system to form opinions, comments, explanations, agreements, disagreements and

	intentions. C. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more authentic settings. D. Use effective communicative skills to interact with native speakers of Japanese by managing mid-level formal, some informal and polite formal levels of speech.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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
	Takako Yamaguchi	tyamaguc@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	JPN 260A	Course Title:	Japanese Culture - 1 st Term
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	JPN 260A	Course Title:	Japanese Culture - 1 st Term

Course Description:	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues through media product and literary work. Explores concepts such as families, social roles, friendship, pop culture, morality, philosophies, economics and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	A. Use an understanding of key ideology and terminology on concepts such as families, social roles, friendship, pop culture, morality, philosophies and economics and use critical thinking to evaluate historical changes and their impact on current Japanese society. B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. E. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this:

	A. <i>Use an understanding of key ideology and terminology on concepts such as families, social roles, friendship, pop culture, morality, philosophies and economics and use critical thinking to evaluate historical changes and their impact on current Japanese society.</i>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is culture, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc). Outcome B directly addresses this: B. <i>Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts or film or excerpts from literature, in-class discussions, assignments and projects require students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering each topic and cultural concepts. Outcome C directly addresses this: <i>C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.</i>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Student of culture courses are able to participate in multicultural communities at home and around the world in a variety of contexts and in culturally appropriate ways. Students become more responsible global citizens. Outcome D directly addresses this: <i>D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.</i>

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music,

language, philosophy, religion, and the visual and performing arts.

3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

A. Use an understanding of key ideology and terminology on concepts such as families, social roles, friendship, pop culture, morality, philosophies and economics and use critical thinking to evaluate historical changes and their impact on current Japanese society.

B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.

C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.

D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.

E. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), discussions and the exchange of opinions, and critical oral/written responses. Students deepen their understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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
	Takako Yamaguchi	tyamaguc@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	JPN 261A	Course Title:	Japanese Culture – 2 nd Term
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	JPN 261A	Course Title:	Japanese Culture – 2 nd Term
Course Description:	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as self-identity, Japanese views of the West, gender roles, perspectives on death and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	A. Use an understanding of key ideology and terminology on concepts such as self-identity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society. B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. E. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and

to other cultures.	their role in a global community. Outcome A directly addresses this: <i>A. Use an understanding of key ideology and terminology on concepts such as self-identity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society.</i>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is culture, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc). Outcome B directly addresses this: <i>B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts or film or excerpts from literature, in-class discussions, assignments and projects require students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering each topic and cultural concepts. Outcome C directly addresses this: <i>C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.</i>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Student of culture courses are able to participate in multicultural communities at home and around the world in a variety of contexts and in culturally appropriate ways. Students become more responsible global citizens. Outcome D directly addresses this: <i>D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.</i>

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.

2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Use an understanding of key ideology and terminology on concepts such as self-identity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society.
- B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.
- C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.
- D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.
- E. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), discussions and the exchange of opinions, and critical oral/written responses. Students deepen their understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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
	Takako Yamaguchi	tyamaguc@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	JPN 262A	Course Title:	Japanese Culture – 3 rd Term
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	JPN 262A	Course Title:	Japanese Culture – 3 rd Term
Course Description:	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage, religions and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	A. Use an understanding of key ideology and terminology on concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion and use critical thinking to evaluate historical changes and their impact on current Japanese society. B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. E. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and

to other cultures.	their role in a global community. Outcome A directly addresses this: <i>A. Use an understanding of key ideology and terminology on concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion and use critical thinking to evaluate historical changes and their impact on current Japanese society.</i>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is culture, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc). Outcome B directly addresses this: <i>B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts or film or excerpts from literature, in-class discussions, assignments and projects require students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering each topic and cultural concepts. Outcome C directly addresses this: <i>C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.</i>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Student of culture courses are able to participate in multicultural communities at home and around the world in a variety of contexts and in culturally appropriate ways. Students become more responsible global citizens. Outcome D directly addresses this: <i>D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.</i>

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

A. Use an understanding of key ideology and terminology on concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion and use critical thinking to evaluate historical changes and their impact on current Japanese society.
 B. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.
 C. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.
 D. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others.
 E. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), discussions and the exchange of opinions, and critical oral/written responses. Students deepen their understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	JPN 260A	Course Title:	Japanese Culture – 1 st Term

Course Description:	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues through media product and literary work. Explores concepts such as families, social roles, friendship, pop culture, morality, philosophies, economics and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Use an understanding of key ideology and terminology on concepts such as families, social roles, friendship, pop culture, morality, philosophies and economics and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. 3. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Use an understanding of key ideology and terminology on concepts such as families, social roles, friendship, pop culture, morality, philosophies and economics and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. 3. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Though the focus is culture, history from a global and personal perspective is integral to this course. This course covers the origins of the Japanese history, from pre-historic archaeological periods to current country of Japan, including social, economic changes, domestic and international relationships, major historical events, trends, figures, and gender roles of the Japanese culture. Therefore, students will view Japanese culture with a deepened understanding of its history, ecology, society, politics and people. The course enables students to do this through the analysis of authentic cultural vehicles (literature, music, visual and performing arts, etc.), discussions and the exchange of opinions, and critical oral/written responses. Through the understanding of the changes in political groups, traditional social structure and family structure, and current policies, discussions on the compacts and conflicts between modern and traditional values enable students to see the significant changes in modern Japanese values. Students continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general. Students will exercise how to apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts. Students also learn to identify current issues in Japan, neighboring countries in Asia and in the U.S. With this understanding, students learn how to interact with Japanese people from Japan and others including those from countries in Asia and of Japanese American communities, and to think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment. The course encourages students to reflect upon and analyze their own culture and their role in a global community.

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Takako Yamaguchi	tyamaguc@pcc.edu

SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	JPN 261A	Course Title:	Japanese Culture – 2 nd Term

Course Description:	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as self-identity, Japanese views of the West, gender roles, perspectives on death and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Use an understanding of key ideology and terminology on concepts such as self-identity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. 3. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Use an understanding of key ideology and terminology on concepts such as self-identity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. 3. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Though the focus is culture, history from a global and personal perspective is integral to this course. This course covers the origins of the Japanese history, from pre-historic archaeological periods to current country of Japan, including social, economic changes, domestic and international relationships, major historical events, trends, figures, and gender roles of the Japanese culture. Therefore, students will view Japanese culture with a deepened understanding of its history, ecology, society, politics and people. The course enables students to do this through the analysis of authentic cultural vehicles (literature, music, visual and performing arts, etc.), discussions and the exchange of opinions, and critical oral/written responses. Through the understanding of the changes in self-identity, Japanese views of the West, gender roles and perspectives on death, and current trends, discussions on the compacts and conflicts between modern and traditional values enable students to see the significant changes in modern Japanese values. Students continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general. Students will exercise how to apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts. Students also learn to identify current issues in Japan, neighboring countries in Asia and in the U.S. With this understanding, students learn how to interact with Japanese people from Japan and others including those from countries in Asia and of Japanese American communities, and to think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment. The course encourages students to reflect upon and analyze their own culture and their role in a global community.

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Takako Yamaguchi	tyamaguc@pcc.edu

SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	JPN 262A	Course Title:	Japanese Culture – 3 rd Term

Course Description:	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage, religions and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Use an understanding of key ideology and terminology on concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. 3. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Use an understanding of key ideology and terminology on concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community. 3. Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one's personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Though the focus is culture, history from a global and personal perspective is integral to this course. This course covers the origins of the Japanese history, from pre-historic archaeological periods to current country of Japan, including social, economic changes, domestic and international relationships, major historical events, trends, figures, and gender roles of the Japanese culture. Therefore, students will view Japanese culture with a deepened understanding of its history, ecology, society, politics and people. The course enables students to do this through the analysis of authentic cultural vehicles (literature, music, visual and performing arts, etc.), discussions and the exchange of opinions, and critical oral/written responses. Through the understanding of the changes in imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion, and current trends, discussions on the compacts and conflicts between modern and traditional values enable students to see the significant changes in modern Japanese values. Students continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general. Students will exercise how to apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts. Students also learn to identify current issues in Japan, neighboring countries in Asia and in the U.S. With this understanding, students learn how to interact with Japanese people from Japan and others including those from countries in Asia and of Japanese American communities, and to think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment. The course encourages students to reflect upon and analyze their own culture and their role in a global community.

5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Takako Yamaguchi	tyamaguc@pcc.edu

SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Arts and Letters 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
	Kristine Shmakov	kshmakov@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	RUS 201	Course Title:	Second Year Russian
Course Credits:	5	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	RUS 201	Course Title:	Second Year Russian

Course Description:	Continues the work of first year Russian, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of first year Russian at college level or instructor permission.

Course Outcomes:	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames and using all six cases with limited accuracy. D. Recognize and interpret some cultural behaviors and attitudes within the Russian-speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Recognize and interpret some cultural behaviors and attitudes within the Russian-speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing art.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Handle a limited number of uncomplicated communicative tasks in straightforward social situations.
- Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.
- Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames and using all six cases with limited accuracy.
- Recognize and interpret cultural behaviors and attitudes within the Russian-speaking world in relation to one's own cultural perspective.
- Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.
- Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Kristine Shmakov	kshmakov@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	RUS 202	Course Title:	Second Year Russian
Course Credits:	5	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	RUS 202	Course Title:	Second Year Russian

Course Description:	Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of RUS 201 or instructor permission.

Course Outcomes:	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and all six cases with greater accuracy. D. Expand understanding of cultural similarities and differences within the Russian-speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Expand understanding of cultural similarities and differences within the Russian-speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to selected authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;

- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and all six cases with greater accuracy. D. Expand understanding of cultural similarities and differences within the Russian-speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Kristine Shmakov	kshmakov@pcc.edu
SAC Chair	Name	E-mail Address
	Stephanie Whitney-Bradley	swhitney@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	RUS 203	Course Title:	Second Year Russian
Course Credits:	5	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	RUS 203	Course Title:	Second Year Russian

Course Description:	Continuation of RUS 202. Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of RUS 202 or instructor permission.

Course Outcomes:	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes and all six cases with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the Russian-speaking world and how it relates to one's cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Understand the values underlying cultural behaviors and attitudes within the Russian-speaking world and how it relates to one's cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Manage most communicative tasks in a variety of social situations.
- Communicate effectively with some rephrasing and circumlocution with most native speakers.
- Narrate and describe with increased detail and length using a variety of time frames and modes and all six cases with consistent accuracy.
- Understand the values underlying cultural behaviors and attitudes within the Russian-speaking world and how it relates to one's cultural perspective.
- Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Sarah Bentley	sarah.bentley@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	SPA 201	Course Title:	Second Year Spanish
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	SPA 201	Course Title:	Second Year Spanish
Course Description:	Reviews and expands the use of basic vocabulary, structural patterns, indicative tenses and commands from first-year college Spanish. Listen, speak, write and read in Spanish. Recommended: Simultaneous enrollment in SPA 211. SPA 151, 103, or instructor permission required. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. D. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing art.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Handle a limited number of uncomplicated communicative tasks in straightforward social situations.
- Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.
- Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.
- Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.
- Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.
- Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Sarah Bentley	sarah.bentley@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	SPA 202	Course Title:	Second Year Spanish
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	SPA 202	Course Title:	Second Year Spanish
Course Description:	Practice and expand vocabulary and structures. Emphasizes subjunctive tenses to express personal feelings, doubts and opinions in Spanish. Recommended: Simultaneous enrollment in SPA 212. Successful completion of SPA 201 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.. Audit available.		
Course Outcomes:	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to selected authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Handle a wider range of communicative tasks in selected social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Expand understanding of cultural similarities and differences within the Spanish- speaking world in relation to one's own cultural perspective. E. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to selected authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Sarah Bentley	sarah.bentley@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	SPA 203	Course Title:	Second Year Spanish
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	SPA 203	Course Title:	Second Year Spanish
Course Description:	Practice and expand vocabulary and subjunctive patterns. Listen, speak, read, write and begin to sense the culture in the idiom. Recommended: Simultaneous enrollment in SPA 213. Successful completion of SPA 202 or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Understand the values underlying cultural behaviors and attitudes within the Spanish- speaking world and how it relates to one's cultural perspective.</i>

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Manage most communicative tasks in a variety of social situations.
- Communicate effectively with some rephrasing and circumlocution with most native speakers.
- Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.
- Understand the values underlying cultural behaviors and attitudes within the Spanish- speaking world and how it relates to one's cultural perspective.
- Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Sarah Bentley	Sarah.bentley@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	SPA 250	Course Title:	Second Year Spanish
Course Credits:	6	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	SPA 250	Course Title:	Second Year Spanish
Course Description:	Develop and practice language competence and proficiency by reinforcing all basic structures and expanding vocabulary of first year Spanish. Emphasizes understanding, speaking, reading and writing. Recommended: Completion of first year college Spanish or three or more years of recent high school Spanish, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available		
Course Outcomes:	A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. D. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective. E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. F. Analyze and develop responses to selected authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Recognize and interpret cultural behaviors and attitudes within the Spanish-</i>

	<i>speaking world in relation to one's own cultural perspective.</i>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to selected authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other

discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Handle a limited number of uncomplicated communicative tasks in straightforward social situations.
- B. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.
- C. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.
- D. Recognize and interpret cultural behaviors and attitudes within the Spanish- speaking world in relation to one's own cultural perspective.
- E. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.
- F. Analyze and develop responses to selected authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Sarah Bentley	sarah.bentley@pcc.edu
SAC Chair	Name	E-mail Address
	Jan Underwood	junderwo@pcc.edu
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	SPA 251	Course Title:	Second Year Spanish
Course Credits:	6	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	SPA 251	Course Title:	Second Year Spanish
Course Description:	Develop and practice communicative competence and proficiency. Emphasizes proper use of the subjunctive to understand and express personal feelings and thoughts. Focuses on various dimensions of Hispanic culture. Recommended: Completion of SPA 250 or four or more years of recent high school Spanish or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	A. Manage most communicative tasks in a variety of social situations. B. Communicate effectively with some rephrasing and circumlocution with most native speakers. C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. D. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective. E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome D directly addresses this: <i>Understand the values underlying cultural behaviors and attitudes within the</i>

	<i>Spanish-speaking world and how it relates to one's cultural perspective.</i>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome F directly addresses this: <i>Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</i>
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome E directly addresses this: <i>Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</i>
G. Understanding of the ethical and social requirements of responsible citizenship.	Because of the nature of a world language class, students become more responsible global citizens. Student of languages are able to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.

4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- A. Manage most communicative tasks in a variety of social situations.
- B. Communicate effectively with some rephrasing and circumlocution with most native speakers.
- C. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.
- D. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective.
- E. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- F. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

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
☒ 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	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 185	Proposed prefix and number	
Current course title	Computer Ethics	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Discusses ethical and social issues around the use of computer technology. Computer use has created unique ethical issues not addressed in traditional ethics for computer professionals and even casual computer	Addresses the ethical and social issues that arise around the use of computer technology. With the increasing development and integration of computer technology into our everyday lives, it is imperative to not only explore what we can do with computer

users, it is imperative not only to explore what we can do with computer technology, but our ethical responsibilities in using that technology. CIS 185 and PHL 185 cannot both be taken for credit.	technology, but our ethical responsibilities in using that technology. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Clarification and refinement.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
On completion of this course the student should be able to: • Explain alternative conceptions of ethics and the relevance of ethics to information technology • Discuss the codes of ethics for information systems professionals • Present alternative models for ethical decision making • Illustrate competence using Internet sources in academic presentations to be in compliance with intellectual property rights • Discuss the ethical issues that often arise in computer technology: - o Virtual property (moral status of that idea) - o Governing and Regulating the Internet - o Free Speech and Content Control in Cyberspace - o Privacy at home and at work • Discuss the moral implications of increased reliance on computer technology on American society. - o Quality of information - o The impact of the Digital Divide • Write coherent, clear arguments and responses.	• Identify and explain different ethical theories as they pertain to issues involving computer technology in order to effectively make moral choices that improve their applications. • Comprehend and abide by the professional and ethical standards appropriate for information systems professionals. • Apply an understanding of the moral and legal arguments around intellectual property in order to utilize Internet resources critically and uphold compliance with intellectual property rights. • Recognize and reflect on how computer technology affects our notions of property, governance, free speech, justice, and privacy in order to better define one’s social responsibility.
Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrentIf 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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).
☐ yes
X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

X Yes
☐ No

CIS SAC chairs Terry Foty & Susan Norris (7.21.2011).

Implementation term

X Next available term after approval
☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum**Section # 2 Department Review**

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

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
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 191	Proposed prefix and number	
Current course title	Analysis & Evaluation of Argument	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Analyzing arguments, recognizing arguments when they occur, discerning simple logical patterns of argument, extracting arguments from the contexts in which they occur, restating them in clear	Analyzing arguments, recognizing arguments when they occur, discerning simple logical patterns of argument, extracting arguments from the contexts in which they occur, restating them in clear and concise terms and clearing away needless language in

and concise terms and clearing away needless language in formulating arguments. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	formulating arguments. Common reasoning errors involving fallacies are identified and presented with logical alternatives. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Clarification and refinement.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Recognize arguments and to distinguish premises from conclusions. - Recognize the point of view of the author of an argument. - Write clear, sympathetic paraphrases of arguments from actual discourse. - Use simple patterns for valid argument as tools for analysis. - Analyze passages involving complex arguments, multiple arguments and counter-arguments. - Form judgments about the strengths and weaknesses of arguments. - Write coherent, clear arguments and counter-arguments.	Students completing this course should be able to: - Distinguish premises from conclusions in arguments in order to critically assess readings from diverse sources. - Recognize the point of view of the author in order to communicate effectively with others who might have a different opinion from one's own. - Write clear, sympathetic paraphrases of arguments from actual discourse in order to clarify assumptions that people make when proposing conclusions. - Analyze passages involving complex arguments, multiple arguments and counter arguments in order to understand the complexities within conversations one has with others. - Write coherent, clear arguments and counter-arguments in order to effectively communicate one's own point of view when engaging in conversations with others.
Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following

prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes

X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
X No

Implementation term

X Next available term after approval

☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

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
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 195	Proposed prefix and number	
Current course title	Critical Thinking: Science & the Occult	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Read and assess media reports of scientific studies to recognize: -- the basic ideas at the heart of science: theory, hypothesis, explanation, cause, correlation, -- the importance of control in scientific investigation, --the difference between applied and theoretical science, -- the significance of statistical concepts as they apply to scientific studies. - Design a well controlled scientific experiment. - Distinguish between physical and social sciences. - Distinguish between genuine and pseudo-science.	Students completing this course should be able to read and assess media reports of scientific studies in order to: - Distinguish and understand the basic ideas at the heart of science (theory, hypothesis, explanation, cause, correlation) in order to critically assess scientific theories as they are presented in contemporary society. - Recognize the differences between applied and theoretical science in order to evaluate the practical effects of scientific discoveries. - Understand the significance of statistical concepts as they apply to scientific studies in order to evaluate potential statistical biases. - Distinguish physical from social science and genuine from pseudo-science in order to evaluate truth claims made by people in our society. - Be able to design a well controlled scientific experiment in order to test scientific hypotheses.

Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

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
- X title
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number		Proposed prefix and number	
Current course title	TV & The Presentation of Reality	Proposed title (60 characters max)	Electronic Media & The Presentation of Reality
# Credits	4	Proposed transcript title (30 characters max)	Electronic Media & Reality
Reason for title change	TV has become an antiquated term as the media has evolved into digital distribution integrating various mediums.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Thoughtful and critical look at television programming. Includes news, entertainment programming and commercials. Emphasizes thinking, talking and writing about what students see on TV and reflecting on how television	Addresses the growing impact of electronic media on our perceptions of truth and reality. Emphasizes skills to critically deconstruct and analyze the embedded values, messages, and techniques of electronic media as a basis for empowering students to formulate

influences their images of themselves and their reality. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	meaningful responses. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Clarification and refinement.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to - Recognize and describe audio and video techniques that are used in TV programming and other forms of media to capture their attention and influence their thoughts and feelings. - Recognize, discuss, and write about values messages and assumptions that are embedded in TV programming and other forms of electronic media content. - Recognize, discuss, and write about biases that are present in television and other electronic media sources of news and information. - Recognize discuss, and write about aesthetic issues raised by television entertainment programming and other forms of electronic entertainment and recreation (e. g., video games).	Recognize audiovisual techniques used by the media as a means for developing critical responses to the various forms of media driven social influence. Continually (re)define one’s morality within the larger social system of diverse cultures based upon the implicit and explicit moral, economic, and political messages that are embedded in the media. Employ an understanding of how one’s perceptions of self and reality have been constructed by moral, political, religious, and economic institutions and presented by the media. Recognize and reflect on the nature of the social and aesthetic issues associated with electronic media in order to meaningfully interact with electronic media in society.
Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the

Prerequisite Opt out form.

Current prerequisites, corequisites and concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:

☐ Prerequisite☐ Corequisite☐ pre/con

prefix & number:

☐ Prerequisite☐ Corequisite☐ pre/con**Proposed prerequisites, corequisites and concurrent**If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:

☐ Prerequisite☐ Corequisite☐ pre/con

prefix & number:

☐ Prerequisite☐ Corequisite☐ pre/conIs this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).☐ yes

X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

☐ Yes

X No

Implementation term

X Next available term after approval

☐ Specify term(if AFTER the next available term)Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum**Section # 2 Department Review**

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

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
- x title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 201	Proposed prefix and number	
Current course title	Introduction to Philosophy: Philosophical Problems	Proposed title (60 characters max)	Being and Knowing
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	The Philosophy SAC wanted to change the title to reflect a consensus that the course content is not only about problems encountered in philosophy, but rather is more expansive in the exploration of theories of being human and knowing.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Recognize the philosophical assumptions that are embedded in the students' own ideas and in the ideas that permeate our culture. - Reflect on and evaluate the philosophical assumptions that are embedded in the students' own ideas and in the ideas that permeate our culture. - Recognize and reflect on the interconnectedness of and the historical development of these ideas.	Students completing this course should be able to: - Recognize and evaluate the philosophical assumptions embedded in one's own ideas and the ideas that permeate our culture in order to critically assess the truth and validity of arguments from diverse sources. - Identify and reflect on philosophical arguments from the history of philosophy in order to effectively communicate with others that might have divergent points of view. - Recognize and reflect on the interconnectedness and the historical development of philosophical ideas in order to be conscious of the role philosophical ideas play in one's own culture and the cultures of others.

Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x No	
Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

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
- x title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 202	Proposed prefix and number	
Current course title	Introduction to Philosophy: Elementary Ethics	Proposed title (60 characters max)	Ethics
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	The Philosophy SAC thought the current title was misleading because it wasn't an introductory class, nor are ethics ever "elementary." The title "Ethics" captures what the Philosophy SAC feels is an accurate description of the course.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: • Recognize the philosophical assumptions about moral issues that are embedded in the students' own ideas and in the ideas that permeate our culture. • Reflect on and evaluate the philosophical assumptions about moral issues that are embedded in the students' own ideas and in the ideas that permeate our culture. • Recognize and reflect on the interconnectedness of and the historical development of these ideas.	<u>Students completing this course should be able to:</u> • Recognize the philosophical assumptions that are embedded in moral ideas and in philosophical works in order to define one’s moral responsibility in contemporary society. • Reflect on and evaluate ethical arguments from diverse sources in order to communicate effectively with others who might have a different opinion from one’s own. • Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.
Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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 concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).
☐ yes
☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

☐ Yes
x No

Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum**Section # 2 Department Review**

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 204	Proposed prefix and number	
Current course title	Philosophy of Religion	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Recognize, reflect on, and evaluate philosophical concerns that are raised by classic and contemporary discussions of some of the following issues: proofs for the existence of God, the case for atheism, the relation of faith and reason, the relation between science and religion, the relation between morality and religion, the problem of evil, the miraculous, religious experience, God's attributes, the existence of the soul and life after death, differences and similarities between the world's major religions. - Reflect on and evaluate the philosophical assumptions about religious issues that are embedded in the students' own ideas and in the ideas that permeate our culture. - Recognize and reflect on the interconnectedness of and the historical development of these ideas.	<u>Students completing this course should be able to:</u> - Recognize and reflect on the philosophical concerns that are raised by classical and contemporary philosophical discussions in order to critically assess the truth and validity of arguments found in some of the following issues: proofs of god's existence, the case for atheism, the relation between faith and reason, the relation between science and religion, the relation between morality and religion, the problem of evil, the miraculous, religious experience, God's attributes, the existence of the soul and life after death. - Reflect on and evaluate the philosophical assumptions that are embedded in one's own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view. - Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others.
Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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 concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrentIf you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).
☐ yes
☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

☐ Yes
x No

Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum**Section # 2 Department Review**

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 205	Proposed prefix and number	
Current course title	Biomedical Ethics	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Identify and discuss the moral issues that often arise in a health care setting, including: paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing. - Analyze and discuss situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy. - Recognize, analyze, and (where possible) resolve the sorts of moral dilemmas that arise in health care professions. - Apply the concerns raised by major ethical theories to the analysis and resolution of moral dilemmas. - Apply the codes of ethics for health care workers and patients, where relevant, to the analysis and resolution of moral dilemmas. - Recognize the impact of legal and religious considerations on the resolution of practical and moral problems - Write coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing views.	Students completing this course should be able to: - Identify and explain the moral issues that often arise in a health care setting (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one’s responsibility within the medical community. - Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one’s own conceptions of moral action in the contemporary medical field. - Apply the concerns raised by major ethical theories to the medical context in order to analyze and resolve moral dilemmas in medicine. - Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems in order to respectfully communicate with others whose opinions might differ from one’s own.
Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes

☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
x No

Implementation term

x Next available term after approval

☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 206	Proposed prefix and number	
Current course title	Introduction to Environmental Ethics	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Identify and discuss the moral issues that arise in contemporary discussions and debates about environmental concerns. - Apply the concerns raised by major ethical theories to the analysis and resolution of these moral issues. - Apply the skills of critical reading and critical thinking to discussions and writings about environmental concerns. - Write and present coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing views.	Students completing this course should be able to: - Identify and explain moral issues that arise in contemporary discussions and debates about environmental concerns in order to define one’s environmental responsibility in contemporary society. - Apply the concerns raised by major ethical theories and environmental philosophers to the analysis and resolution of environmental issues in order to critically assess readings from diverse historical and academic sources. - Apply critical reading and thinking skills to discussions and writings about environmental concerns in order to critically assess one’s own conception of environmental citizenship and empower one’s ability for self refinement. - Write and present coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing environmental views in order to respectfully communicate with others whose opinions might differ from one’s own.
Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 207	Proposed prefix and number	
Current course title	Ethics and Aging	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Identify ethical issues/dilemmas that arise in caring for the elderly, - Utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas, - Recognize and reflect on the impact legal and cultural frameworks have on ethical decisionmaking in caring for the elderly.	Students completing this course should be able to: - Identify and explain the moral issues that often arise in caring for the elderly (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one’s responsibility within the elder care community. - Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one’s own conceptions of moral action in caring for the elderly. - Apply the concerns raised by major ethical theories to the elder care context in order to analyze and resolve moral dilemmas when caring for the elderly. - Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems when caring for the elderly in order to respectfully communicate with others whose opinions might differ from one’s own.
Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 208	Proposed prefix and number	
Current course title	Political Philosophy	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Recognize, reflect on, and evaluate philosophical assumptions about political issues that are embedded in the students' own ideas about politics and in the ideas that permeate our culture. - Recognize and reflect on the contributions of major figures in political philosophy to contemporary political discussions and to contemporary political institutions. - Recognize and reflect on the interconnectedness of and the historical development of the ideas political philosophers have contributed. - Apply the skills of critical reading and critical thinking to discussions and writings about contemporary and classic political debates and discussions.	Students completing this course should be able to: - Recognize and reflect on philosophical assumptions about political issues that are embedded in one's own ideas about politics in order to evaluate political ideas that permeate our culture. - Identify and explain the contributions of major figures in political philosophy to contemporary political discussions and to contemporary political institutions in order to define one's responsibility within a political community. - Recognize and reflect on the historical interconnectedness of political philosophers' ideas in order to respectfully communicate with others whose political opinions might differ from one's own. - Critically read and think about contemporary and classic political debates in order to analyze political arguments and discussions.
Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

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
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 209	Proposed prefix and number	
Current course title	Business Ethics	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to - Recognize and identify Ethical issues that arise in a business context - Apply relevant Ethical theories and concepts to Ethical issues that arise in a business context - Devise and justify approaches for dealing with Ethical dilemmas that arise in a business context - Analyze and evaluate discussions of Ethical issues and approaches to Ethical dilemmas that arise in a business context	Understand core ethical theories in order to develop morally sound responses toward the challenges of business. Recognize and confront the ethical issues that arise in business in order to address them in ways that best satisfy the triple bottom line consisting of people, planet, and profit. Comprehend and abide by the professional and ethical standards appropriate for business professionals. Analyze and evaluate ethical arguments in order to enhance communication and reflection within social conversations pertaining to business related issues.

Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☐ description (include requisites)
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	John Farnum
		Phone	X4574
		Email	jfarnum@pcc.edu
Current prefix and number	PHL 211	Proposed prefix and number	
Current course title	Existentialism	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: - Recognize and reflect on the significance of Existentialist philosophers' contributions to contemporary intellectual history. - Recognize and reflect on their own place in existence and society using the framework of ideas developed by important Existentialist philosophers. - Read and think critically and communicate effectively about these philosophical ideas.	Students completing this course should be able to: - Recognize and reflect on Existential philosophers' contributions to contemporary intellectual history in order to effectively communicate with others concerning one's life goals and meaning. - Recognize and reflect on one's own place in existence and society using the frameworks developed by important Existentialist philosophers in order to define one's responsibilities within a community. - Critically read and think about modern existential ideas in order to analyze existential arguments and discussions.

Reason for change	To conform with the new outcome language paradigm in order to apply for the Gen ED 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matt Stockton	mstockto@pcc.edu	9/14/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9/14/2011

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
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 221	Proposed prefix and number	
Current course title	Symbolic Logic	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Propositional notation and truth value analysis of simple and compound statements. Includes quantificational notation and deductive techniques for determining consistency and validity.	Utilizes the constructs and techniques of symbolic logic to illustrate the basis for assessing validity in arguments. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement scores.

Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	
Reason for change	Clarification and refinement.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to Recognize and use formal methods (e. g., Propositional Calculus and Predicate Calculus) for analyzing statements and reasoning. Use formal methods for assessing the consistency of statements and the validity of arguments. Reflect on and discuss the scope and limits of a formalized and mechanical approach to the analysis of reasoning.	• Recognize and use formal methods (e.g. Propositional Calculus and Predicate Calculus) in order to analyze the presence of logical reasoning in social arguments. • Utilize formal methods for assessing the consistency of statements as a basis for determining the logical validity of arguments. • Reflect on and discuss the scope and limits of a logical analysis in order to understand how such concepts apply to the utilization of language, metaphysics, and ethics in social discourse. • Use formal methods of logic to construct sound arguments in order to effectively communicate strong arguments to others.
Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

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
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Philosophy	Submitter name	Matt Stockton
		Phone	503.977.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 222	Proposed prefix and number	
Current course title	Philosophy of Art and Beauty	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students completing this course should be able to: Read and critically assess writings within the philosophy of art. Recognize and reflect on the issues around which aesthetics as a discipline is organized. Recognize and reflect on cultural perspectives in aesthetics which differ from their own.	• Read and critically assess writings on the philosophy of art in order to understand the historical and contemporary interpretations of art. • Recognize and reflect on the issues that pertain to aesthetics in order to identify and comprehend the presence of art and beauty within a given society. • Effectively communicate aesthetic insights on how art impacts a given culture in order to stimulate a sense of social and environmental responsibility. • Recognize and reflect on cultural perspectives in aesthetics in order to overcome ethnocentrism and comprehend cultural differences.

Reason for change	To consolidate and clarify outcomes to better conform to the core outcomes of PCC.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Matthew Stockton	mstockto@pcc.edu	9.14.2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	9.14.2011

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
	James S Harrison	jharriso@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 270	Course Title:	History of Mexico
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Surveys Mexican history from pre-Columbian to modern times. Focus on post contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes on social, political and cultural developments and contributions by a diversity of Mexico's peoples.		
Course Outcomes:	· Use critical thinking to analyze historical information and connect the past with the present. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history. · Communicate effectively in analytical, fact based discussions regarding issues in the history of Mexico. · Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.		

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.	The investigation of customs, world views and cultural norms of Mexican societies provides students with an opportunity to arrive at a better understanding of the concept of "culture." Students will learn how and why these practices developed and changed and will be challenged to compare them with their own cultural standards thus relating the two. A close

	observation of the character of Mayan, Aztec, early colonial, mid-19 th century societies allows students to see how different “nations” and groups within Mexico related with each other. For example, it is interesting that among three Aztec social groups the elite, priesthood, merchants, commoners and slaves that the elite were held to a higher standard and suffered harsher punishment for the same crime committed by a commoner; this is quite a contrast to the treatment of elites by courts in many contemporary societies.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students will study the historical development of the Mexican nation-state as it evolved from the Aztec Empire through colonialism and post-independence fracturing, civil wars and invasions including the changes in economic, political, and social institutions. Through analysis of multiple interpretations of people, events and social issues they will come to appreciate the discipline of history and how it enlightens their personal perspectives. This study includes the roles of various ethnic and social groups, for example, indigenous, criollos and peninsulares. Women played key roles in Mexico's history and this study includes individuals such as Dona Maria, Sor Juana de la Cruz and the soldaderas, women warriors of the 1910 Revolution.
C. Understanding of themselves and their natural and technological environments.	A solid understanding of the Mexican environment is crucial to a good understanding of Mexico's history. The topography was key in shaping the early city-states, the location of the Aztec core at Tenochtitlan (Mexico City), the route Cortes used from the coast to the capital as well as subsequent invasions by the French and Americans. Students will learn how the physical environment was utilized in terms of transportation, commercial development and also how technology, early railroads, the deepening of the port of Vera Cruz, stringing of telegraph lines and water resources and swamp draining changed life in many parts of Mexico.
D. Ability to reason qualitatively and quantitatively.	Throughout the course students will engage in several types of qualitative reasoning and thereby improve their skills in this arena. Students will read and interpret different accounts of the same event and use critical thinking to make sense of them; they will also learn by reading fact-based accounts of historical figures. Students will also have practice in using quantitative data in essays and other assignments as modeled by the instructor. One case in point is to have students discuss the implications of the fact that there were over 5,000 priests in Tenochtitlan, with a commonly estimated population of about 200,000.
E. Ability to conceptually organize experience and discern its meaning.	History courses by definition require students to organize a body of sometimes disparate materials and develop arguments based on primary sources and secondary accounts. This is done with a variety of methods, for example: by assigning essays based on primary sources, critical reading of scholarly articles and/or books; class discussion; and thought-provoking exams.
F. Aesthetic and artistic values.	Mexican societies have a multiplicity of ways of expressing their culture through writing, painting, sculpting, music and games. By examining photos and illustrations students will extract cultural values from artifacts, architecture, pyramids and other religious structures, wall paintings and sculptural representations of deities as well as Catholic art. In addition, excerpts of literature and poetry are examined to help illuminate the various cultures and their developments over time.

G. Understanding of the ethical and social requirements of responsible citizenship.	Conscientious citizenship requires a solid understanding of one's own political and social culture as well as those of other regions of the world. This class investigates the ways in which individuals and groups in Mexico understand the concept of good citizenship from Aztec times to the 1960s. Students will come to realize that the behavior of citizens is often linked to the structure of the polity: kingdom, colony, empire, dictatorship or constitutional republic and they will see how Mexicans interacted with their government in both the immediate vicinity (patria chica) as well as the greater nation. They will come to understand that there is always an ethical component to the examination of events in history. For example, the issues behind the independence movement of the 1810s, the issue of church versus state as a key to understanding civil wars of the 1850s and 1860s and the turning point Revolution of 1910 in which millions marched off to "fight for social justice."

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Use critical thinking to analyze historical information and connect the past with the present.
- Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
- Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history.
- Communicate effectively in analytical, fact based discussions regarding issues in the history of Mexico.
- Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	Students will be able to practice and expand their critical thinking skills through class discussion of issues, in close readings of primary source materials, and in the writing of thesis-based essays. Specifically, students are asked to create persuasive arguments about historical events based on judiciously examined primary sources and secondary materials. This course provides students with keys for analyzing human behavior because history is the study of individual human actions as well as behavior in larger groupings such as the village or the nation. Specifics for Mexican history include an analysis of social phenomena such as freedom group conformity, rebellion and advocacy or resistance to change. This will be done via a critical study of suitably chosen social, economic and political events.

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”?**	The Mexican “world” from the 1500s on has been one of multiple ethnicities. This survey course does involve an in-depth study of some of the major individuals from different social worlds, who lived in different social realities and experienced common events in different ways. Students of Mexican history will arrive at a better self-awareness by analyzing the actions of key figures from a diversity of groups and will be led to personal growth by considering the qualities of these key figures, for example Benito Juarez, a man of humble Zapotec origins who became a lawyer, state governor and later was elected President of Mexico; he has often been compared with Abraham Lincoln in terms of background and also as president during a vicious civil war. Students will have an opportunity to march their personal qualities with a wide range of historical figures and in the process better appreciate diversity but also to better understand what is important to them and understand that there are many pathways to personal development.

****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
	James S Harrison	jharriso@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 274	Course Title:	African American History I
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Presents a framework for understanding the Black experience from African origins to the beginning of the Civil War. Includes West African cultures, the Middle Passage, the experiences of free and enslaved African Americans from the colonial through antebellum periods including the abolition movement. Discusses African American agency through churches, political organizations, and social institutions and explore African American culture through literature, art, music, and other cultural forms		
Course Outcomes:	· Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the actions of people of African descent in the course of American history and culture. · Communicate effectively in analytical and fact based discussions about the history of Black Americans. · Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in early America in order to appreciate African-American cultural diversity.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of the early history of Africans in the Americas provides a window on a variety of cultures: European, American Indian as well as African. This course examines culturally-based beliefs, practices, and values of the early United States, which includes a look at various Atlantic region cultures living together in several colonial environments. It explores the varieties of acculturation, especially how these cultures influenced each other. Through the process of comparing and contrasting cultural values and norms, students will explore their 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.	Students will learn how local events affected global events in small and large ways. For example, the freeing of one slave in London led to the elimination of slavery in all of England; news of this decision crossed the Atlantic and was a major factor in encouraging hundreds of thousands of slaves to take the British side during the American War for Independence. Students will also become aware of the role of Black women in early American history, for example Mum Bett who successfully sued for her freedom and inspired others to take the same tact and Phillis Wheatley, the first published woman poet in a British colony. Underlying these issues, there is also an exploration of students' own perspectives on historical topics such as liberty, justice and varied forms of protests.
C. Understanding of themselves and their natural and technological environments.	Understanding the geography of the Atlantic World (Europe, Africa and the Americas) is basic to understanding the main currents of African American history. The proximity of Africa and Europe and the tropical climate of the Americas with its thought to be abundant land along with the modern technological achievement of transoceanic voyages as well as guns and cannon led to a forced wedding of these three areas. Students will come to better understand how the natural environment and technology combined to create a complex commercial arrangement and will then be asked to explore their current situations in light of these factors.
D. Ability to reason qualitatively and quantitatively.	This course requires that student evaluate different historical interpretations of events from the 15 th to the mid-19 th centuries. Students learn about and are asked to apply the methods of the discipline by considering such common sense historical concepts as multiple-causality, contemporary circumstances, bias and interpretations. In terms of quantitative analysis, students will critically examine charts, graphs, population figures and commercial statistics, for example the effects of the decline in tobacco prices leading to conflict between wealthy and poor White colonists ending in Bacon's Rebellion and the consequent decrease in White indentures and rise in the number of enslaved Africans.
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. By studying the history of African Americans over a wide time span which involves a variety of human events ranging from West African beginnings to the eve of emancipation in the United States, students will have experience in making sense of historical factors by examining the ways in which events were understood in their own times and how understandings have changed over time. This course of study also mandates that students organize events into categories in order to better recognize similarities and differences. This is done with a variety of method, for example: assigning essays based on primary sources, analysis of scholarly articles and/or books; class discussion; and thought-provoking exams.

F. Aesthetic and artistic values.	Africans in early America expressed their many cultures through oral recitations, religious ceremonies, writing, painting, music and games. By examining early photographs and illustrations students will extract cultural values from artifacts, African architectural styles, graveyard objects and early writings. For example, the Autobiography of Olaudah Equiano provides an insight into both Nigerian culture as well as colonial slave culture; Phillis Wheatley masterfully combines African heritage and Christianity in her well received poetry. In addition, excerpts of literature and poetry are examined to help illuminate the various cultures and their developments over time.
G. Understanding of the ethical and social requirements of responsible citizenship.	Conscientious citizenship requires a certain understanding of one's own political and social culture as well as those of other regions of the world. This class investigates the ways in which individuals and groups of African Americans understand the concept of citizenship from their West African homeland to 1860s USA. Students will examine "belonging" in stateless societies to implications of belonging to colonial and independent Americans. They will investigate how African Americans interacted with both state and national governments. They will come to understand that there is always an ethical component to the examination of events in history. For example, African slaves in New Amsterdam successfully sued for their freedom after becoming aware that company policies contradicted Dutch policies and thus asserted their "citizenship" rights. When the Revolution began many Blacks associated fighting in that war with a right to citizenship. Perhaps the most impressive assertion of citizenship was David Walker's Appeal to the Colored Citizens (1829) in which he called for an end to slavery and demanded social justice for people of color. This will lead students to a better understanding of the issues involved in being a reliable resident of a nation.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics. You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	· Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the actions of people of African descent in the course of American history and culture. · Communicate effectively in analytical and fact based discussions about the history of Black Americans. · Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in early America in order to appreciate African-American cultural diversity.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior?" **	Students in this African American history course will practice and expand their critical thinking skills through class discussion of issues, in close readings of primary source materials, and in the writing of thesis-based essays. Specifically, students are asked to create persuasive arguments about historical events based on judiciously examined primary sources and secondary materials. This course provides students with keys for analyzing human behavior because history is the study of individual human actions as well as behavior in larger groupings such as the village or the nation. Specifics for African American history include an analysis of such social phenomena as freedom, group conformity, rebellion and advocacy of, or resistance to change. This will be done via a critical study of suitably chosen social, economic and political events, for example: establishment of self governing maroon colonies, overwhelming opposition to the American Colonization 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"?**	The African American "social world" from the 1600s to the mid 1800s has been one of constant change and adaptability. This survey course does involve an in-depth study of some of the major individuals who lived in different social realities and experienced common events in different ways. Students of African American history will arrive at a better self-awareness by analyzing the actions of key figures from a variety of African groups in a number of different "worlds," from the subtropical harsh slave system of South Carolina, the diversity of Pennsylvania, urban dominated New York and sparsely settled New England with its Puritan context. They will vicariously experience personal growth by following the lives of people such as Broteer, also called Venture Smith, who was enslaved as a young boy, conducted himself with dignity and a sense of human worth and eventually earned his freedom and that of his family prior to the American Revolution, and became an esteemed resident of Connecticut. Students will have an opportunity to march their personal qualities with a wide range of historical figures and in the process better appreciate diversity but also to better understand what is important to them and understand that there are many pathways to personal development.
**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
	James S Harrison	jharriso@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 275	Course Title:	African American History II
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Examines the broad range of experiences of African Americans from the American Civil War to the 1920s. Explore both the relationship of Blacks to the larger society and the inner dynamic of the black community. Devotes particular attention to Reconstruction, the construction of social, political and economic organizations, the migration of African Americans from the rural South to the urban North, and the social, political, economic, artistic and intellectual endeavors that underscored the struggle for social justice by the Black American community.		
Course Outcomes:	• Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. • Articulate an understanding of the actions of people of African descent in the course of American history and culture. • Communicate effectively by participating in fact-based and analytical discussions about issues in Black American history. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 19th and early 20th century America in order to appreciate African-American cultural diversity.		

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.	The study of African Americans from the Civil War Era to the Harlem Renaissance provides a window on a variety of cultures as Whites, Indians and Blacks interacted in the growth of the nation. This course examines culturally-based beliefs, practices, and values of the United States in from the mid-nineteenth to the early twentieth centuries and includes three major regions: north, south and west. The abolitionist movement is an excellent vehicle for exploring cultural differences and also for analyzing the difference between southern and northern Whites but also the different cultural views of White abolitionists in terms of the humanity of enslaved Blacks. Through the process of comparing and contrasting intra-cultural values and norms, students will learn that cultures are not monolithic. They will have an opportunity to deeply examine their 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.	Students will learn how local events affected global issues in small and large ways. For example, the 1839 rebellion of slaves on the <i>Amistad</i> off the coast of Cuba leads to a major debate about slavery in the United States, provides a critical mass of the northern public for soon to be written slave narratives, unifies the abolitionist movement and creates international tension with Spain. Students will become aware of the significant role of Black women in this period of American history, for example Maria W. Stewart pens some of the most incisive essays and delivers impassioned speeches critical of American society and calling for social justice and human rights. In addition students will learn more about iconic Black women such as Sojourner Truth and Harriet Tubman as well as activist White women such as Angelina and Sarah Grimke. Along with these issues students will explore their own perspectives on related topics such as liberty and justice and varied Black initiatives: speeches, joining the military, creating organizations, the Colored Convention Movement, scientific inventions, political activism and literature.
C. Understanding of themselves and their natural and technological environments.	Understanding the natural and political geography of the United States in the nineteenth century basic to understanding the main currents of African American history. The cotton gin, for example, led directly to two major propositions: the expansion of cotton across the south from the Carolinas to the Mississippi River and the expulsion of the indigenous inhabitants, notably the Cherokee Removal of the 1830s. Students will come to better understand how the natural environment and technology combined to create a complex political situation that brought slavery to the forefront of American politics. They will be challenged to relate current technology to its effects on the environment and thus deepen their understanding of these intertwined issues.
D. Ability to reason qualitatively and quantitatively.	This course requires that student evaluate different historical interpretations of events from the mid-nineteenth to the early twentieth centuries. Students learn about and are asked to apply the methods of the discipline by considering such common sense historical concepts as multiple-causality, contemporary circumstances, bias and interpretations. In terms of quantitative analysis, students will critically examine charts, graphs, population figures and commercial statistics, for example the effects of the growth of cotton as America's number one export and the political power of the southern elite with their stand on the Missouri Compromise and the Dred Scott Decision.

E. Ability to conceptually organize experience and discern its meaning.	History courses require students to organize a body of material and come up with arguments based on primary sources and secondary accounts. By studying the history of African Americans over a wide time span which involves a variety of human events ranging from Civil War times to the eve of the Great Depression students will have experience in making sense of historical factors by examining the ways in which events were understood in their own times and how understandings have changed over time. This course of study also mandates that students organize events into categories in order to better recognize similarities and differences. This is done with a variety of method, for example: assigning essays based on primary sources, analysis of scholarly articles and/or books; class discussion; and thought-provoking exams.
F. Aesthetic and artistic values.	African Americans expressed their complex cultures through spiritual music, religious ceremonies, autobiographical writings, painting, music, sculpture and games. By examining photographs and illustrations students will extract cultural values. For example, the Autobiography of Frederick Douglass provides an insight into both rural southern and northern urban Black societies as well as the dominant White cultures. Douglass and other abolitionist speakers express their thoughts masterfully. Neoclassical sculptor Edmonia Lewis, for example, captures the pride and pathos of the White officers and Blacks soldiers of the 54 th Massachusetts. Excerpts of Harlem Renaissance literature and poetry are examined as well as ragtime and jazz to help illuminate Black cultural infusion into general American culture.
G. Understanding of the ethical and social requirements of responsible citizenship.	Conscientious citizenship requires a certain understanding of one's own political and social culture as well as those of other regions of the world. This class investigates the significance of citizenship and its exercise by post Civil War Blacks who actively engaged themselves in the political process and effectively exercised the franchise to elect Black and White politicians who defended their interests. This course investigates how African Americans interacted with both state and national governments. They will come to understand that there is always an ethical component to the examination of events in history. For example, the newly freed slaves were instrumental in creating the public education systems in the south, perhaps mindful of Thomas Jefferson's dictum that an educated citizenry is the best defense against tyranny. This will lead students to a better understanding of the issues involved in being a reliable resident of a nation.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement.
- Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
- Articulate an understanding of the actions of people of African descent in the course of American history and culture.
- Communicate effectively by participating in fact-based and analytical discussions about issues in Black American history.
- Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 19th and early 20th century America in order to appreciate African-American cultural diversity.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?*

Students will be able to practice and expand their critical thinking skills through class discussion of issues, in close readings of primary source materials, and in the writing of thesis-based essays. Specifically, students are asked to create persuasive arguments about historical events based on judiciously examined primary sources and secondary materials. This course provides students with keys for analyzing human behavior because history is the study of individual human actions as well as behavior in larger groupings such as the village or the nation. Specifics for African American history include an analysis of such social phenomena as freedom, group conformity, rebellion and advocacy of, or resistance to change. This will be done via a critical study of suitably chosen social, economic and political events, for example: establishment of self governing all-Black towns in Kansas, planned challenge to the Louisiana Separate Cars Act (which led to the 1896 Plessy v Ferguson Decision), and mass migrations out of the South which led to critical Black populations in Chicago and New York and led to the election of the first Blacks to Congress in the 20th century.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse

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.

social world in which we live"?**

The African American "social world" from the mid-1800s to the 1920s has been one of constant change and adaptability. This survey course does involve an in-depth study of some of the major individuals who lived in different social realities and experienced common events in different ways. Students will arrive at a better self-awareness by analyzing the actions of key figures from a variety of African groups in a number of different "worlds," from Florida to California. They will vicariously experience personal growth by following the lives of people such as Emmanuel Fortune who was elected to local and state government positions and vigorously opposed the Ku-Klux Klan; Mississippi born Biddy Mason who successfully sued for freedom in California, she became a land owner, spoke fluent Spanish and sponsored the first Black church in Los Angeles. Students will have an opportunity to march their personal qualities with a wide range of historical figures and in the process better appreciate diversity but also to better understand what is important to them and realize that there are many pathways to personal development.

****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
	James S Harrison	jharriso@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 276	Course Title:	African American History III
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Examines the broad range of experiences of African Americans from the beginning of the New Deal to the 1990s. Explores the relationship of Blacks to the wider society as well as the inner dynamic of the Black communities including identity issues, key individuals and organization in the struggle for social justice, especially the destruction of legal segregation. Devotes attention to the rural South and the urban North as Blacks use a variety of means to empower African American communities through the civil rights revolution.		
Course Outcomes:	• Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. • Articulate an understanding of the actions of people of African descent in the course of American history and culture from the 1930s to the late 20th century. • Communicate effectively in private and public analytical and fact-based discussions regarding issues in the history of Black Americans. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 20th century America in order to appreciate African-American cultural diversity.		

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.	The study of African Americans from the 1920s to the 1990s provides a window on a variety of cultural interactions as Whites, Indians and Blacks interacted during this crucial part of the 20th century. This course examines culturally-based beliefs, practices, and values of Blacks in the United States in the twentieth century and includes four major regions: northeast, southeast, central and west. The Civil Rights movement is an excellent vehicle for exploring cultural differences and also for analyzing the difference between southern and northern Whites but also the different cultural views of Blacks in terms of the best way to achieve social justice. A side effect is the rights revolution set off by that struggle: women, American Indians, Latinos, and gays. Through the process of comparing and contrasting intra-cultural values and norms, students will learn that cultures are not monolithic. They will have an opportunity to deeply examine their 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.	Students will learn how local events affected global issues in small and large ways. For example, the actions of four Black students in a small town in North Carolina excited the entire nation and had global implications in sparking student movements in Europe, Latin America, Asia and Africa. Students will also become aware of the role of Black women in this period of American history, for example Ella Baker who was instrumental in a number of national organizations and actions but chose to be in the background; FDR presidential advisor Mary McLeod Bethune, the iconic Rosa Parks of Montgomery Boycott fame and Daisy Bates who planned and mentored the Little Rock Nine integration of Central High School. In addition to these issues students will explore their own perspectives on related topics such as liberty, justice and varied forms of Black initiatives- for example: the March on Washington Movement, the Double-V movement, creating organizations such as SNCC, and the rise of the Nation of Islam.
C. Understanding of themselves and their natural and technological environments.	A sound understanding the natural and political geography of the United States in the twentieth century is basic to understanding the main currents of African American history. The advent of World War II, for example, led directly to the abandonment of unproductive southern farms by hundreds of thousands of Black workers for the factories of the North and West, including the Portland ship yards. This industrial production affected the landscape and rivers of the nation. For example the segregation of Blacks in the older sections of cities increased their exposure to lead infused paint and to commercial structures with asbestos. Students will come to better understand how the natural environment and technology combined to create a complex political situation that contributed to bringing the issues of poor and Black people to the attention of the general public. They will be challenged to relate current environmental issues to the state of the livability of Blacks in the modern USA, for example, in 1992 under President Clinton the EPA established an Office of Environmental Justice to investigate such things as landfill pollution and well water pollution located primarily in poor sections of urban areas.
D. Ability to reason qualitatively and quantitatively.	This course requires that student evaluate different historical interpretations of events from the mid-nineteenth to the early twentieth century. Students learn about and are asked to apply the methods of the discipline by considering such common sense historical concepts as multiple-causality, contemporary circumstances, and bias in the interpretations of events. In terms of quantitative analysis, students will critically examine charts, graphs, population figures and commercial statistics, for example the effects of

	educational disparity by analyzing school expenditures in the South between Black and White schools, nationwide crime statistics, and job statistics including salaries.
E. Ability to conceptually organize experience and discern its meaning.	History courses require students to organize a body of material and come up with arguments based on primary sources and secondary accounts. By studying the history of African Americans over a wide time span which involves a variety of human events ranging from the 1920s to the 1980s, students will have experience in making sense of historical factors by examining the ways in which events were understood in their own times and how understandings have changed over time. This course of study also mandates that students organize events into categories in order to better recognize similarities and differences. This is done with a variety of method, for example: assigning essays based on primary sources, analysis of scholarly articles and/or books; class discussion; and thought-provoking exams.
F. Aesthetic and artistic values.	African Americans expressed their complex cultures through spiritual music, religious ceremonies, autobiographical writings, painting, music, sculpture and games. By examining photographs and illustrations students will extract cultural values. For example, the writings of Richard Wright provide insight into both rural southern and urban northern urban Black societies as well as the dominant White cultures. Malcolm X, Rev. King and other prominent speakers expressed their thoughts masterfully. The rise of rock 'n roll and hip hop music show a bit of the range of Black musical expressions, both of which have fused into general American culture.
G. Understanding of the ethical and social requirements of responsible citizenship.	Conscientious citizenship requires a certain understanding of one's own political and social culture as well as those of other regions of the world. This class investigates the significance of citizenship how Blacks fought successfully for full citizenship through the post World War II civil rights movement. This course investigates how African Americans influenced the course of local, state and national policies. Students will come to understand that there is always an ethical component to the examination of events in history. For example, the civil rights movement of the 1950s and 1960s resulted in the passage of laws promising equal treatment and how responsible organizations such as the NAACP then used the court system to put those legal assurances into action. Thus students will better understand the matters involved in being an accountable citizen.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement.
- Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
- Articulate an understanding of the actions of people of African descent in the course of American history and culture from the 1930s to the late 20th century.
- Communicate effectively in private and public analytical and fact-based discussions regarding issues in the history of Black Americans.
- Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 20th century America in order to appreciate African-American cultural diversity.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**

Students will be able to practice and expand their critical thinking skills through class discussion of issues, in close readings of primary source materials, and in the writing of thesis-based essays. Specifically, students are asked to create persuasive arguments about historical events based on judiciously examined primary sources and secondary materials. This course provides students with keys for analyzing human behavior because history is the study of individual human actions as well as behavior in larger groupings such as the village or the nation. Specifics for African American history include an analysis of such social phenomena as freedom, group conformity, rebellion and advocacy of, or resistance to change. This will be done via a critical study of suitably chosen social, economic and political events, for example: the successful push for recognition of the Brotherhood of Sleeping Car Porters and Maids, Marcus Garvey's mass race-based movement, Jesse Jackson's Rainbow Coalition, Rev. King's March on Washington and the boycott of Woolworth stores.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse

The African American "social world" from the 1920s to the 1990s has been one of constant change and adaptability. This survey course does involve an in-depth study of some of the major individuals who lived in different social realities and experienced common events in different ways. Students will arrive at a better self-awareness by analyzing the actions of key figures

social world in which we live"?**	from a variety of African American groups representative of a number of different "worlds." They will vicariously experience personal growth by following the lives of people such as Father Divine, who led a nationwide peace and reconciliation movement, Elijah Muhammad, an early leader of the Nation of Islam (Black Muslims), Shirley Chisholm, the first Black woman elected to Congress and John Lewis, an early SNCC leader and current (2011) Congressman from Georgia. Students will have an opportunity to march their personal qualities with a wide range of historical figures and in the process better appreciate diversity and also better understand what is important to them and realize that there are many pathways to personal development.
**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
	James S Harrison	jharriso@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 284	Course Title:	History of Africa
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Introduces students to some major themes in the history of the African continent from ancient times to the present. It is the first course in the Humanities sequence on Africa, and provides a wide background for subsequent courses.		
Course Outcomes:	• Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods • Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa. • Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa. • Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.		

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.	By studying the cultures of others we can acquire a better understanding of our own traditions and customs. This course involves a detailed study of several African cultures in each of the five major geographical regions: north, east, central, western and southern. Here are some of the specifics of this

	study: religious traditions, customs, family, ways of life and historical background. Students will learn how cultures relate to each other, for example, students will learn how West Africans and the trans-Atlantic slave trade added to early American culture. By investigating over a dozen societies students will better understand the concept of culture in general and the processes of cultural change and acculturation between 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.	Students will arrive at an appreciation of gender roles by investigating the historical development of several African societies. The general framework of this study is a focus on Africa as part of world history and this includes connections with Asia, Europe and the Americas. History is about causes and effects of events and students will better understand these factors in Africa's history. Gender balance will be achieved by including key men and women, for example: King Akhenaton and Queen Hatshepsut, Muhammad Ali and al-Kahina, Kwame Nkrumah and Ellen Sirleaf Johnson.
C. Understanding of themselves and their natural and technological environments.	The humanities address the ways in which human beings interact with and influence their environment and technology. Students study several different societies at different times in history and therefore witness how they produce and use technology. This course provides students with the opportunity to reflect on their own society and increase their self-understanding.
D. Ability to reason qualitatively and quantitatively.	Critical thinking, which includes both quantitative and qualitative reasoning, is a major skill addressed in this course. Reasoning involves thinking and thinking involves the use of language; there are over 3,000 languages spoken on the African continent and so students will be exposed to various ways of thinking and problem solving that are influenced by societal norms and institutions, especially belief systems and ways of decision making. Exposure to different ways of thinking allows students to hone and expand their reasoning abilities.
E. Ability to conceptually organize experience and discern its meaning.	By studying the history of the African continent over a wide time span which involves a variety of human events and experiences ranging from Kemet (Ancient Egypt) to the South Africa of the 1990s, students will have experience in making sense of historical events by examining the ways in which these events were understood in their own times and how understandings have changed over time. This course of study requires students to organize events into categories in order to recognize similarities and differences and make meaning of them.
F. Aesthetic and artistic values.	There are 3,000 distinct African societies which express their sense of art and beauty in a multiplicity of ways. From ancient to modern times, from the pyramids of Memphis in Egypt to the magnificent Durban Stadium in South Africa, from the Book of the Dead to the novels of Chinua Achebe, from soapstone fertility gods to highlife music, Africans have expressed their creativity and values. Students will deepen their understanding of the African sense of values, beauty and art as an integral part of their societies rather than being relegated to the periphery.
G. Understanding of the ethical and social requirements of responsible citizenship.	The concept of citizenship carries with it the idea of belonging to and participating in an organized society and this is lived in a number of ways on the African continent. The continent has 55 nations each of which has dozens of societies and so Africans can claim citizenship at the local as well as national level. Students will learn about the differing ethical and social

	requirements of what it means to be a conscientious citizen and this is accomplished through an examination of the roles of individuals and groups in African polities from ancient to modern times. An awareness of these perspectives will lead students to a more definitive understanding of what it means to be a responsible citizen in those societies and also in their own.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods
- Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa.
- Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa.
- Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**

Students will be able to practice and expand their critical thinking skills through class discussion of issues, in close readings of primary source materials, and in the writing of thesis-based essays. Specifically, students are asked to create persuasive arguments about historical events based on judiciously examined primary sources and secondary materials. This course provides students with keys for analyzing human behavior because history is the study of individual human actions as well as behavior in larger groupings such as the village or the nation. Specifics for African history include an analysis of social phenomena such as freedom, tribal unity, pan-Africanism,

	rebellion and advocacy or resistance to change. This will be done via a critical study of suitably chosen social, economic and political events.
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”?**	The African “world” has always been one of multiple ethnicities. This survey course does involve an in-depth study of some of the major groups from different social worlds, who lived in different social realities and experienced common events in different ways. Students of African history will arrive at a better self-awareness by analyzing the actions of key figures from a diversity of groups and will be led to personal growth by considering the qualities of these key figures, for example Muhammad Ali, a Turk who became a key figure in the creation of Egypt or al-Kahina, a woman leader who forestalled Arab conquest of North Africa or Kwame Nkrumah, who envisioned a United States of Africa. Students will have an opportunity to march their personal qualities with a wide range of historical figures and in the process better appreciate diversity but also to better understand what is important to them and understand that there are many pathways to personal development.
**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
X☐ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Mark Easby
		Phone	503 614 7852
		Email	mark.easby@pcc.edu
Current prefix and number	ENG104	Proposed prefix and number	ENG104
Current course title	Introduction to Literature (Fiction)	Proposed title (60 characters max)	Introduction to Literature (Fiction)
# Credits	4	Proposed transcript title (30 characters max)	4
Reason for title change	Streamlining outcomes		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of <u>the diversity of</u> human experience.	Unchanged

Prerequisite: Placement into Writing 121.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
• Articulate ways in which the text contributes to self-understanding. • Engage, through <u>texts of various lengths</u>, unfamiliar and diverse cultures, experiences and points of view. • Appreciate an apparently simple text as a complex fabric or document. • Recognize the text as a product of a particular culture and historical moment. • Understand the text within the context of a literary tradition or convention. • Acknowledge the possibility of multiple interpretations of a text. • Recognize the text’s relationship to different art forms. • Recognize the variety of stylistic choices that authors make within given forms. This may include decisions about theme, image, plot, character, setting, voice, point of view, figurative language, etc. • Use knowledge of form as a tool to analyze the text, as well as to demonstrate how form influences meaning. • Evaluate various interpretations of a text and their validity through reading, writing and speaking, and through individual and group responses.	Upon completion of English 104 with a “C” or higher, students will be able to: 1. Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning. This may include decisions about theme, image, character, plot, setting, voice, point of view, and figurative language. 2. Articulate ways in which the text contributes to self-understanding. 3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment. 4. Understand the text within the context of a literary tradition or convention. 5. Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text

- Through close reading of the text, discover and analyze the support/evidence for a particular interpretation. - Develop an awareness of the language used to analyze fiction. - Conduct research to find materials appropriate to use for literary analysis. - Learn MLA conventions to document primary and secondary sources in written responses to a literary text. - Write about fiction using appropriate literary conventions.	

Reason for change	Streamlining

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term ☐ Next available term after approval
☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen Angela Berdahl	andrew.cohen@pcc.edu aberdahl@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☐ description
☒ 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	English	Submitter name	Melissa Manolas
		Phone	(503) 614-7806
		Email	melissa.manolas@pcc.edu
Current prefix and number	English 105	Proposed prefix and number	
Current course title	Introduction to Literature (Drama)	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Enhances enjoyment of plays as literature, including tragedies and comedies, increases understanding of the conventions of drama and the theater, and encourages exploration of the diversity of human	

experience. Prerequisite: Placement into WR 121	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<i>Appreciation</i> • Articulate ways in which the text contributes to self-understanding. • Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. • Recognize an apparently simple text as a complex fabric or document. <i>Context</i> • Recognize the text as a product of a particular culture and historical moment. • Understand the text within the context of a literary tradition or convention. • Acknowledge the possibility of multiple interpretations of a text. • Recognize the text’s relationship to different art forms. <i>Form/Structure</i> • Recognize the variety of stylistic choices that authors make within given forms. This may include decisions about theme, image, plot, character, setting, voice, point of view, figurative language, etc. • Understand the role of form and how it influences meaning. • Use knowledge of form as a tool to analyze the text. <i>Analysis</i>	<i>Appreciation</i> • Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. • Articulate ways in which the text contributes to self-understanding. <i>Context</i> • Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. <i>Form/Structure</i> • Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms. This may include decisions about theme, image, plot, character, setting, voice, point of view, figurative language, etc. <i>Analysis</i> • Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. <i>Writing and Research</i> • Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

• Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses. • Through close reading of a play, discover and analyze the support/evidence for a particular interpretation. • Develop an awareness of the language used to analyze drama. <i>Writing and Research</i> • Conduct research to find materials appropriate to use for literary analysis. • Learn MLA conventions to document primary and secondary sources in written responses to a literary text. • Write about drama using appropriate literary conventions.	
Reason for change	The number of outcomes needed to be limited to six.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by			☐ yes

reviewing the inventory of related instruction templates .	☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen Angela Berdahl	andrew.cohen@pcc.edu aberdahl@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	April 26, 2011

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
☒ 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	ENG	Submitter name	Stephen Mainville
		Phone	503.614.7101
		Email	smainvil@pcc.edu
Current prefix and number	ENG 106	Proposed prefix and number	
Current course title	Introduction to Literature (Poetry)	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Enhances enjoyment of poetry, increases understanding of poetic elements, conventions and forms, and encourages exploration of the diversity of human experience. Prerequisite: Placement into	

WR 121.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Read poems effectively and critically. 2. Articulate a personal aesthetic toward poetry. 3. Experience, through poetry, unfamiliar and diverse cultures and points of view. 4. Understand poets and poetry in historical, cultural, and literary contexts. 5. Recognize the relationship between poet, poem, and reader. 6. Relate poetry to experience beyond the classroom. 7. Identify and effectively employ poetic terms including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc. 8. Analyze a variety of poetic forms, from sonnets to haiku to free verse. 9. Explicate poems in writing and speech and provide adequate support/evidence for such explications. 10. Recognize the multiple possibilities of interpretations of poems and the validity thereof. 11. Develop an awareness of the language used to analyze poetry. 12. Conduct research to find materials appropriate to use for literary analysis. 13. Learn MLA conventions to	1. Engage, through the texts, diverse points of view and diverse historical, cultural, and literary contexts. 2. Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc. 3. Explicate poems in writing and speech and provide adequate support/evidence for such explications. 4. Recognize the multiple possibilities of interpretations of poems and the validity thereof. 5. Articulate ways in which the text contributes to self-understanding. 6. Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

document primary and secondary sources in written response to a literary text. 14. Write about poetry using appropriate literary conventions.	
Reason for change	The number of outcomes needed to be limited to six.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	April 26, 2011
Angela Berdahl	aberdahl@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	April 26, 2011

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
- ☒ 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	English/Literature	Submitter name	Bryan Hull
		Phone	X4836
		Email	bhull@pcc.edu
Current prefix and number	ENG107	Proposed prefix and number	(the same)
Current course title	World Literature	Proposed title (60 characters max)	(the same)
# Credits	4 credits	Proposed transcript title (30 characters max)	(the same)
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
"English 107 is the first of a two-course survey of World Literature that includes ENG 108. English 107 exposes students to a broad spectrum of literature in translation that begins in antiquity and concludes at the dawn of the Renaissance. English 107 usually begins with the reading of such	The first of a two-course survey of World literature, ENG 107 exposes students to a broad spectrum of literature in translation that begins in antiquity and concludes at the dawn of the Renaissance. Includes works of fiction, poetry, drama and non-fiction. Examines the uniqueness and

works as Gilgamesh, the Leiden Hymns, and/or Genesis, and stops of Dante's Divine Comedy. The series does not have to be taken in sequence. Prerequisite: WR 115 and RD 115 or equivalent placement test scores."	interconnectedness of literature from a variety of worldwide traditions, both western and non-western. This series (ENG 107- 108) does not have to be taken in sequence. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
Reason for change	To better meet the proposed outcomes ... and to avoid stating specific works that are of little interest to students and give a false impression of the course, anyway.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
To appreciate literatures far removed in time, place, and kind from our own. To understand crucial differences of the various literary periods/histories in both Western and non-Western literatures. To synthesize knowledge about world literature—to recognize, for example, the inter-textual overlap of <i>Gilgamesh</i> and <i>Genesis</i>. To enjoy and respect the dynamic diversity of literary conventions and styles from Europe, Asia, Africa, and the Americas. To recognize how cross-cultural pollination figures in the development of great works of literature. To explore the effects of certain causalities on literatures, such as war, religion, technology. To join in interesting literary debates that surround certain works of literature, such as the low dictive style of <i>The Thousand and One Nights</i>. To assist in the redefinition of <i>antiquity</i> and	Identify and discuss the ways in which world literature cross-pollinates and overlaps – say, for example, how <i>The Decameron</i> mirrors the <i>Canterbury Tales</i> and <i>1001 Arabian Nights</i>. Analyze the effects of war, religion, technology, economic development, racism, culture, etc. on world literature during this time period. Discuss crucial differences of the various literary forms, periods and histories in both Western and non-western literatures. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

<i>medieval.</i> To learn different ways to approach the reading of literature. To acquire a vocabulary special to literature. To write and speak intelligently about literature.	
Reason for change	We have been asked to revise them in order to simplify (from many down to four or so) and to work on the language of the outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Angie Berdahl and Andrew Cohen	aberdahl@pcc.edu andrew.cohen@pcc.edu	May 16 th , 2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	May 16 th , 2011

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
- ☒ outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Compl/Lit	Submitter name	Ron Ross
		Phone	x4816
		Email	reross@pcc.edu
Current prefix and number	ENG 108	Proposed prefix and number	ENG 108
Current course title	World Literature (Western)	Proposed title (60 characters max)	World Literature (Western)
# Credits	4	Proposed transcript title (30 characters max)	4
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
English 108 is the second of a two-course survey of Western Literature that includes English 107. English 108 exposes students to a broad spectrum of literature in translation that begins at the formation of a	The second of a two-course survey of World literature, ENG 108 exposes students to a broad spectrum of literature in translation that begins in the Renaissance and concludes at the present. Includes works of fiction, poetry, drama and non-fiction. Examines the uniqueness and interconnectedness of literature from

modern Western literature (14th century) and concludes at the present. English 108 usually begins at the point of Dante's <i>The Divine Comedy</i>, Chaucer's <i>The Canterbury Tales</i>, and Cervantes <i>Don Quixote</i>, and finishes in the late modern era of Gao Xingjian's <i>Soul Mountain</i>. The series does not have to be taken in sequence. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	a variety of worldwide traditions, both western and non-western. This series (ENG 107- 108) does not have to be taken in sequence. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
To appreciate a spectrum of literatures from outside our own culture and time. To learn about the crucial literary movements that transpired from the 15th century to the present, namely, the Renaissance, Romanticism, Modernism. To learn as well about the smaller movements, such as surrealism. To synthesize knowledge about world literature—to see both similarity and dissimilarity between different cultures' notions of modernity. To enjoy and respect the dynamic diversity of literary conventions and styles from Europe, Asia, Africa, and the Americas. To recognize how cross-cultural pollination figures in the development of great works of literature. To grapple with the idea of modernity being a global movement rather than a	1. Discuss crucial literary movements that transpired from the 15th century to the present, namely, the Renaissance, Romanticism, Modernism, and Post-Modernism. 2. Analyze the effects of war, religion, colonialism, technology, totalitarianism, economic development, racism, culture, etc. on world literature during this time period. 3. Identify and discuss how cross-cultural pollination influences the development of great works of literature. 4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Western phenomenon. To explore the effects of certain causalities on literatures, such as war, religion, totalitarianism, technology, globalism. To join in interesting literary debates that surround certain works of literature, such as the influence of literary awards like the Nobel Prize upon world literature. To chart the influence of science and technology on world literature. To learn different ways to approach the reading of literature. To acquire a vocabulary special to literature. To write and speak intelligently about literature.	
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes x No	

Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen@pcc.edu	5/19/11
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	5/19/11

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	English	Submitter name	Patrick Walters
		Phone	503-722-4791
		Email	pwalters@pcc.edu
Current prefix and number	ENG 195	Proposed prefix and number	
Current course title	Film Studies:Film as Art	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Use understanding of film technique and film as an art medium as tools to analyze film. These tools will include: film-making and form; the history of film as an art form; film narrative; traditional film genres; and the ways in which a film may both contribute and react to its time and culture. 2. Articulate a position by situating a film in a tradition and substantiating observations with examples taken from that tradition and from the film itself. 3. Recognize individual films as representative of the culture and historical moment that produced them. 4. Acknowledge and articulate various possible interpretations of a film. 5. Recognize ways in which directorial decisions may affect an individual film and affect a viewer, both consciously and unconsciously. 6. Articulate ways in which film contributes to self-understanding by unveiling layers of human response to complex situations and stimuli. 7. Use reflective visual "reading," writing, listening and speaking skills to recognize, develop, and articulate personal standards, predispositions, and theories regarding film and critical responses to film. 8. Appreciate the simplest-appearing film as a complex fabric or document.	1 Use understanding of film technique and film as an art medium as tools to analyze film. These tools will include: filmmaking and form; the history of film as an art form; film narrative; traditional film genres; and the ways in which a film may both contribute and react to its time and culture. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film.

9. Articulate film's relationships to different art forms.	
Reason for change	To streamline and be more direct. To highlight the specific outcomes particular to each course in the sequence, as well as to note the common threads across the sequence.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	05-16-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	05-16-2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	English	Submitter name	Patrick Walters
		Phone	503-722-4791
		Email	pwalters@pcc.edu
Current prefix and number	ENG 196	Proposed prefix and number	
Current course title	Film Studies: Directors	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Use understanding of film technique and film as an art medium as tools to analyze film. These tools will include: film-making and form; the history of film as an art form; film narrative; traditional film genres; and the ways in which a film may both contribute and react to its time and culture. 2. Articulate a position by situating a film in a tradition and substantiating observations with examples taken from that tradition and from the film itself. 3. Recognize individual films as representative of the culture and historical moment that produced them. 4. Acknowledge and articulate various possible interpretations of a film. 5. Recognize ways in which directorial decisions may affect an individual film and affect a viewer, both consciously and unconsciously. 6. Articulate ways in which film contributes to self-understanding by unveiling layers of human response to complex situations and stimuli. 7. Use reflective visual "reading," writing, listening and speaking skills to recognize, develop, and articulate personal standards, predispositions, and theories regarding film and critical responses to film. 8. Appreciate the simplest-appearing film as a complex fabric or document.	1 Use understanding of film technique and film as an art medium as tools to analyze film. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film. 4 Recognize ways in which directorial decisions may affect an individual film, as well as affect a viewer.

9. Articulate film's relationships to different art forms.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval
	☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	05-16-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	05-16-2011

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	English	Submitter name	
		Phone	
		Email	
Current prefix and number	ENG 197	Proposed prefix and number	
Current course title	Film Studies: Themes and Genres	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Use understanding of film technique and film as an art medium as tools to analyze film. These tools will include: film-making and form; the history of film as an art form; film narrative; traditional film genres; and the ways in which a film may both contribute and react to its time and culture. 2. Articulate a position by situating a film in a tradition and substantiating observations with examples taken from that tradition and from the film itself. 3. Recognize individual films as representative of the culture and historical moment that produced them. 4. Acknowledge and articulate various possible interpretations of a film. 5. Recognize ways in which directorial decisions may affect an individual film and affect a viewer, both consciously and unconsciously. 6. Articulate ways in which film contributes to self-understanding by unveiling layers of human response to complex situations and stimuli. 7. Use reflective visual "reading," writing, listening and speaking skills to recognize, develop, and articulate personal standards, predispositions, and theories regarding film and critical responses to film. 8. Appreciate the simplest-appearing film as a complex fabric or document.	1 Use understanding of film technique and film as an art medium as tools to analyze film. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film. 4 Recognize individual films as representative of the contemporary culture and historical moment that produced them.

9. Articulate film's relationships to different art forms.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval
	☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	05-16-2011
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu	05-16-2011

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
- X title
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Jane Zunkel
		Phone	971-722-5153
		Email	jzunkel@pcc.edu
Current prefix and number	ENG 201	Proposed prefix and number	ENG 201
Current course title	Shakespeare	Proposed title (60 characters max)	Shakespeare: Early Works
# Credits	4	Proposed transcript title (30 characters max)	Shakespeare: Early Works
Reason for title change	We're making a content distinction between English 201 and English 202		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Enhances understanding and appreciation of Shakespeare's achievement and contribution to literature. Focuses on five or more plays and selected non-dramatic poetry in order to introduce the study of	Explores the development of Shakespeare's art and contribution to literature, culture, and the English language, with a focus on the earlier histories, tragedies, comedies, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic

Shakespeare's dramatic techniques, character development, and language. The works are chosen to reflect a broad range of patterns, themes, and genres. Recommended prior coursework: ENG 105 and 106. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	techniques, character development, historical and cultural setting, and language.
Reason for change	We're making a content distinction between English 201 and English 202

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
• approach Shakespeare's texts with more confidence and understanding; • recognize and consider implications of specific language innovations, for example, iambic pentameter; blank verse; heroic couplets, asides, soliloquies, etc. • become aware of the ways in which Shakespeare's works may have been received in his own time; • compare Shakespeare's themes to modern 21st century life; • recognize the philosophical and intellectual viewpoints of the Renaissance; • recognize the part played by literary scholarship in understanding and enjoying Shakespeare's works; • consider the relationship between Shakespeare's times and our own. • write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style.	1. Identify and discuss qualities of Shakespeare's earlier texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing. 2. Discuss the development of Shakespeare's art and contribution to literature and culture. 3. Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem. 4. Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today. 5. Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience. 6. Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.
Reason for change	We're making a content distinction between English 201 and 202, and we're making the outcomes more active.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
X No

Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen@pcc.edu	5/5/11
SAC Administrative Liaison	Email	Date

David Stout	dstout@pcc.edu	5/5/11

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
- X title
- X description
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Jane Zunkel
		Phone	971-722-5153
		Email	jzunkel@pcc.edu
Current prefix and number	ENG 202	Proposed prefix and number	ENG 202
Current course title	Shakespeare	Proposed title (60 characters max)	Shakespeare: Later Works
# Credits	4	Proposed transcript title (30 characters max)	Shakespeare: Later Works
Reason for title change	We're making a content distinction between English 201 and English 202		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Enhances understanding and appreciation of Shakespeare's achievement and contribution to literature. Focuses on five or more plays and selected non-dramatic poetry in order to introduce the study of	Explores the development of Shakespeare's art and contribution to literature, culture, and the English language, with a focus on the later histories, tragedies, comedies, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character

Shakespeare's dramatic techniques, character development, and language. The works are chosen to reflect a broad range of patterns, themes, and genres. Recommended prior coursework: ENG 105 and 106. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	development, historical and cultural setting, and language.
Reason for change	We're making a content distinction between English 201 and English 202

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
• approach Shakespeare's texts with more confidence and understanding; • recognize and consider implications of specific language innovations, for example, iambic pentameter; blank verse; heroic couplets, asides, soliloquies, etc. • become aware of the ways in which Shakespeare's works may have been received in his own time; • compare Shakespeare's themes to modern 21st century life; • recognize the philosophical and intellectual viewpoints of the Renaissance; • recognize the part played by literary scholarship in understanding and enjoying Shakespeare's works; • consider the relationship between Shakespeare's times and our own. • write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style.	1. Identify and discuss qualities of Shakespeare's later texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing. 2. Discuss the development of Shakespeare's art and contribution to literature and culture. 3. Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem. 4. Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today. 5. Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience. 6. Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.
Reason for change	We're making a content distinction between English 201 and 202, and we're making the outcomes more active.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
X No

Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen@pcc.edu	5/5/11
SAC Administrative Liaison	Email	Date

David Stout	dstout@pcc.edu	5/5/11

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
☒ 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	Comp/Lit	Submitter name	Michael McDowell
		Phone	8012
		Email	mmcdowel@pcc.edu
Current prefix and number	ENG 214	Proposed prefix and number	ENG 214
Current course title	Literature of the Northwest	Proposed title (60 characters max)	Literature of the Northwest
# Credits	4	Proposed transcript title (30 characters max)	Literature of the Northwest
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies fictional, factual, and poetic works by Northwest writers from before the arrival of Euro-Americans to the present. Emphasizes relationship between	

Northwest writing and Northwest social, cultural, and physical environment. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	
Reason for change	N/A

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of the course, students should be able to: 1. Define "Northwest literature" in a reasonably comprehensive way. 2. Relate the literature of the Northwest to the environments which have produced it. 3. Relate the literature of the Northwest to the other arts practiced in the Northwest. 4. Relate the literature of the Northwest to literature produced in the rest of the United States at comparable periods. 5. Relate the social history of the Northwest--such as the displacement of indigenous peoples, labor movements, urban-rural conflicts, racism, women's rights movements, xenophobia, and conflicts over exploitation of natural resources--to the works read and discussed. 6. Explain the emphasis on different	Upon completion of the course, students should be able to: 1. Define "Northwest literature" in relation to the physical environments—climate, weather, geography, flora and fauna, and landscape—and cultures, both tribal and Euro-American, which have produced it and which are often its central subjects. 2. Trace the social and environmental histories of the Northwest—including such facts as the displacement of indigenous peoples, labor movements, urban-rural conflicts, environmental degradation, racism, women's rights movements, xenophobia, and conflicts over exploitation of natural resources--through the works read and discussed. 3. Connect the literature of the Northwest to other arts practiced in the Northwest—dance, theatre, music, film, architecture, sculpture, painting, photography—and to other literature produced in the rest of the United States at comparable periods.

genres at different periods in Northwest literature. 7. Explain the roles of Native American cultures in the creation of Northwest literature. 8. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.	4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.
Reason for change	Conform to Curriculum Office standards.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	26 April 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	26 April 2011

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
- x title
- x description
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Elissa Rust
		Phone	7337
		Email	elissa.rust@pcc.edu
Current prefix and number	ENG 253	Proposed prefix and number	
Current course title	Survey of American Literature	Proposed title (60 characters max)	American Literature From 1865
# Credits	4	Proposed transcript title (30 characters max)	Am. Lit. from 1865
Reason for title change	Better clarity between ENG 253 and ENG 254 (they had the same title)		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
ENG 253 Introduces students to the literature of the land which is now the United States from before European contact through the mid-nineteenth century. The course revolves around written	Introduces students to the literature of the land which is now the United States from before European contact through the mid-nineteenth century. The course revolves around written manifestations of the various interests, preoccupations, and experiences of the

manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture.	peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).
Reason for change	Better clarity; more thorough.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. recognize and challenge worldviews and cultural assumptions of canonized and popular, as well as unpublished, American literatures 2. understand the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating and recreating American literature 3. articulate the issues, conflicts, preoccupations, and themes of the various literatures of America 4. relate literature to the historical, cultural, and rhetorical contexts in which it was written 5. address the connection between literature and ideology 6. identify and investigate aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics of oral literature,	1. Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century. 2. Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature. 3. Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America. 4. Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written 5. Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women’s journals and letters). 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

characteristics of military and women's journals and letters). 7. write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style 8. identify strengths and limitations of various literary forms practiced in America through the mid-nineteenth century, canonized (such as the novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).	
Reason for change	To keep outcomes with the 3-6 range and make them more concise.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

reviewing the inventory of related instruction templates .	☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

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
- x title
- x description
- x outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Elissa Rust
		Phone	7337
		Email	elissa.rust@pcc.edu
Current prefix and number	ENG 254	Proposed prefix and number	
Current course title	Survey of American Literature	Proposed title (60 characters max)	American Literature To 1865
# Credits	4	Proposed transcript title (30 characters max)	Am. Lit. to 1865
Reason for title change	Better clarity between ENG 253 and ENG 254 (they had the same title)		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions)	Proposed Description
Introduces students to the literature of the land which is now the United States from the mid-nineteenth century to the present. The course revolves around written manifestations of the various interests,	Introduces students to the literature of the land which is now the United States from mid-nineteenth century to the present. The course revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples

preoccupations, and experiences of the peoples creating and recreating American culture.	creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).
Reason for change	Better clarity; more thorough.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. recognize and challenge worldviews and cultural assumptions of canonized and popular, as well as unpublished, American literatures 2. understand the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating and recreating American literature 3. articulate the issues, conflicts, preoccupations, and themes of the various literatures of America 4. relate literature to the historical, cultural, and rhetorical contexts in which it was written 5. address the connection between literature and ideology 6. identify and investigate aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics of oral literature,	1. Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century. 2. Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature. 3. Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America. 4. Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written 5. Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women’s journals and letters). 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

characteristics of military and women's journals and letters). 7. write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style 8. identify strengths and limitations of various literary forms practiced in America through the mid-nineteenth century, canonized (such as the novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).	
Reason for change	To keep outcomes with the 3-6 range and make them more concise.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

reviewing the inventory of related instruction templates .	x no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x No	
Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

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
☒ 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	English	Submitter name	Kristin Bryant
		Phone	X4117
		Email	kbryant@pcc.edu
Current prefix and number	ENG 261	Proposed prefix and number	ENG 261
Current course title	Literature of Science Fiction	Proposed title (60 characters max)	Literature of Science Fiction
# Credits	4	Proposed transcript title (30 characters max)	Literature of Science Fiction
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the roots of science fiction as well as classic and modern works of science fiction and speculative literature. Students will analyze common themes in science fiction, the various ideological	

underpinnings of science fiction, and the way such literature comments on current issues in society and presents new ideas to society. Prerequisite : WR 115 and RD 115 or equivalent placement test scores.	
Reason for change	No Change

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
• Recognize the elements common to science fiction that distinguish it from other genres and analyze science fiction works using appropriate literary terminology. • Examine works from various critical approaches and recognize and articulate the ways different approaches can add to one's understanding of the text. • Create critical hypotheses about texts and argue for their validity using textual evidence. • Analyze the ways in which science fiction reflects and distorts "reality" and the ideological arguments underlying its presentations. • Explore the tradition of science fiction and discover ways in which authors have recognized the possibilities of the genre by examining a variety of modern and classic works. • Examine different presentations in science fiction of gender, science and technology, governmental systems, culture, religion and ethnicity. • Write clear, focused coherent essays about science fiction for an academic audience using standard English conventions of grammar and style.	• Recognize the elements common to science fiction that distinguish it from other genres and analyze science fiction works from various critical approaches using appropriate literary terminology. • Create critical hypotheses about texts and argue for their validity using textual evidence. • Analyze the ways in which science fiction reflects and distorts "reality" and the ideological arguments underlying its presentations. • Explore the tradition of science fiction and discover ways in which authors have recognized the possibilities of the genre by examining a variety of modern and classic works. • Examine different presentations in science fiction of gender, science and technology, governmental systems, culture, religion and ethnicity. • Write clear, focused coherent essays about science fiction for an academic audience using standard English conventions of grammar and style.

Reason for change	Modified to be in line with current institution standards as well as more accurately reflect what the class is/does.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen@pcc.edu	May 19, 2011
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	May 19, 2011

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
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	English	Submitter name	Chris Jensen
		Phone	x7362
		Email	cjensen@pcc.edu
Current prefix and number	ENG 275	Proposed prefix and number	
Current course title	Bible as Literature	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the Bible as a literary text by discussing authorship, translation, literary forms, history, and cultural context. Discusses the Bible as a point of reference for literature as	

well as for other works of art. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students should be able to: • Understand The Bible as a collection of literary and cultural works. • Demonstrate an appreciation of the importance of The Bible as an influence on Western literature, music, and art. • Examine different translations of Biblical texts in order to appreciate the effect of translation on understanding. • Understand The Bible as part of an historic culture, as a literature that reflects the history in which it was created. • Apply some of the terminology of literary criticism (such as tone and voice) to Biblical literature. • Write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style.	Course Outcomes: Upon completing this course, students should be able to... 1. Read the Bible with an understanding of its literary forms and conventions as well as its relationship to history and culture. 2. Apply concepts of literary criticism (e.g., <i>typology</i>, <i>archetype</i>, <i>parallelism</i>, <i>chiastic structure</i>) to a variety of writings including the Hebrew Bible, New Testament, and Apocryphal books. 3. Recognize the Bible’s lasting influence on other works of literature, art, music, and popular culture. 4. Discuss and show familiarity with selected Bible texts as well as secondary biblical scholarship. 5. Analyze a variety of English translations to understand the effects of translation from the original languages (Hebrew, Aramaic, Greek) on the meaning and interpretation of texts. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to the Bible.
Reason for change	Per request of SAC chair

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the

Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen@pcc.edu	5-16-11
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	5-16-11

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Composition	Submitter name Phone Email	Estella Casto 971-722-5145 kcasto@pcc.edu
Current prefix and number	Wr 121	Proposed prefix and number	same
Current course title	English Composition	Proposed title (60 characters max)	same
# Credits	04	Proposed transcript title (30 characters max)	same
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Develops skills in analytical reading, critical thinking, and expository and persuasive writing. Students compose several essays using a variety of strategies to present evidence in support of a thesis.	Focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis.

Prerequisite: Placement into WR 121, or completion of WR 115 and RD 115.	Prerequisite: Placement into WR 121, or completion of WR 115 and RD 115. Addendum to Course Description Students write 3500-4500 words of revised, final draft copy, including at least one essay of at least 1000 words that integrates research. Students meet with the instructor for two out-of-class conferences.
Reason for change	New description and outcomes conform to OWEAC guidelines for the course and reflect current practice in the SAC.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. In addition, students will be able to read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts. Upon completion of Writing 121 with a C or better, students will be able to— * Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors. * Read and interpret a variety of texts and incorporate into writing projects. * Construct and use a thesis/controlling idea to shape writing. * Write clear, focused, coherent essays. * Write for various academic and professional audiences. * Search out and assess outside source material and integrate into student work. * Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and	Upon completion of WR121 with a “C” or higher, students will be able to: 1. Read closely to determine a writer’s purpose and perspective. 2. Formulate questions to explore the way that a variety of texts communicate meaning. 3. Write for a variety of clearly defined purposes, audiences and contexts. 4. Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis 5. Begin to locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

independent ability to use MLA Handbook or other discipline-specific citation style. * Demonstrate understanding of writing as a process. * Begin to use writing as a tool to gain self-awareness. * Produce polished drafts of several essays totaling a course minimum of 4,000 words. * Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors. * Read and interpret a variety of texts and incorporate into writing projects. * Construct and use a thesis/controlling idea to shape writing. * Write clear, focused, coherent essays. * Write for various academic and professional audiences. * Search out and assess outside source material and integrate into student work. * Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and independent ability to use MLA Handbook or other discipline-specific citation style. * Demonstrate understanding of writing as a process. * Begin to use writing as a tool to gain self-awareness. * Produce polished drafts of several essays totaling a course minimum of 4,000 words	
Reason for change	Again, the new outcomes conform to OWEAC guidelines and reflect current practice in the SAC. These outcomes are also continuous with those for Wr 122.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes

☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☒ Next available term after approval

☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

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
☒ outcomes
☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Composition	Submitter name	Melody Wilson
		Phone	971 722 5009
		Email	mawilson@pcc.edu
Current prefix and number	WR121H	Proposed prefix and number	same
Current course title	English Composition	Proposed title (60 characters max)	same
# Credits	04	Proposed transcript title (30 characters max)	same
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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
English Composition: Honors This is the Honors version of English Composition, which develops skills in analytical reading, critical thinking, and expository and persuasive writing. Students compose	English Composition: Honors. This is the Honors version of English Composition. WR 121 H focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes

several essays using a variety of strategies to present evidence in support of a thesis. Prerequisite: 3.25 GPA and placement into WR 121, or completion of WR 115 and RD 115.	development of a variety of strategies to present evidence in support of a thesis. Prerequisite: 3.25 GPA and placement into WR 121, or completion of WR 115 and RD 115. Addendum to Course Description: Students write 3500-4500 words of revised, final draft copy, including at least one essay of at least 1000 words that integrates research. Students meet with the instructor for two out-of-class conferences.
Reason for change	Aligns with parent course changes.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. In addition, students will be able to read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts. Upon completion of Writing 121 with a C or better, students will be able to— * Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors. * Read and interpret a variety of texts and incorporate into writing projects. * Construct and use a thesis/controlling idea to shape writing. * Write clear, focused, coherent essays. * Write for various academic and professional audiences. * Search out and assess outside source material and integrate into student work. * Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and independent ability to use MLA Handbook or other discipline-specific citation style. * Demonstrate understanding of writing as a	Upon completion of WR121 with a “C” or higher, students will be able to: 1. Read closely to determine a writer’s purpose and perspective. 2. Formulate questions to explore the way that a variety of texts communicate meaning. 3. Write for a variety of clearly defined purposes, audiences and contexts. 4. Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis 5. Begin to locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity. Additional Honors Outcomes: Enhances the experience of the traditional WR121 course by enabling students to: •Use critical thought to recognize explicit and implicit assumptions in written materials; articulate connections and relationships among course materials •Employ leadership skills to organize and problem-solve in group settings •Apply principles of meta-cognition to visual, written, and/or oral sources

process. * Begin to use writing as a tool to gain selfawareness. *Produce polished drafts of several essays totaling a course minimum of 4,000 words. * Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors. * Read and interpret a variety of texts and incorporate into writing projects. * Construct and use a thesis/controlling idea to shape writing. * Write clear, focused, coherent essays. * Write for various academic and professional audiences. * Search out and assess outside source material and integrate into student work. * Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and independent ability to use MLA Handbook or other discipline-specific citation style. * Demonstrate understanding of writing as a process. * Begin to use writing as a tool to gain selfawareness. *Produce polished drafts of several essays totaling a course minimum of 4,000 words Additional Honors Outcomes: Enhances the experience of the traditional WR121 course by enabling students to: •Use critical thought to recognize explicit and implicit assumptions in written materials; articulate connections and relationships among course materials •Employ leadership skills to organize and problem-solve in group settings •Apply principles of meta-cognition to visual, written, and/or oral sources	
Reason for change	Alignment with parent course changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
X No

Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
	andrew.cohen@pcc.edu	
SAC Administrative Liaison	Email	Date
	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ description
☒ 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	Comp./Lit.	Submitter name Phone Email	Kathy O'Shaughnessy x4905, koshaugh@pcc.edu; Cynthia Kimball, ckimball@pcc.edu
Current prefix and number	WR 240	Proposed prefix and number	WR 240
Current course title	Creative Writing—Nonfiction	Proposed title (60 characters max)	Creative Writing--Nonfiction
# Credits	4	Proposed transcript title (30 characters max)	Creative Wrtg.--Nonfiction
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
WR 240 introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism.	WR 240 introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for

Prerequisite: WR 121.	forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis. Prerequisite: WR 121.
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of the course, students should be able to do the following: • Extend the skills learned in WR 121 such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. • Produce 4000 words of original creative nonfiction that shows an introductory level of competence with the elements of the craft. • Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. • Recognize what is meant by "creative nonfiction," paying particular attention to the way creative nonfiction applies techniques commonly used in fiction such as characterization, setting, dialogue, flashbacks, summary and scene to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing, including in-person interviews. • Write with an implied, rather than stated thesis. • Employ creative writing techniques	Upon completion of the course, students should be able to: 1. Extend the skills learned in WR 121 such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. 2. Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. 3. Recognize what is meant by "creative nonfiction," paying particular attention to the way creative nonfiction applies techniques commonly used in fiction such as characterization, setting, dialogue, flashbacks, summary and scene to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing, including in-person interviews. In addition, recognize ethical considerations about the responsibility of the writer in terms of subject matter and sources in non-fiction writing. 4. Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view. 5. Read essays by a wide variety of established writers and be able to read them well, using their understanding of the elements of creative

drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. • Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view • Manipulate figurative language, clichés, idioms and jargon, irony, titles, allusions, humor and satire. • On the sentence level, evaluate habitual sentence patterns and bring variety to them; adapt sentence structures to the contingencies of subject and occasion; use phrases, such as participials and absolutes, in cumulative structures; revise for conciseness; limit the use of be-verbs and connective language; use effective transitions • Read essays by a wide variety of established writers, and be able to read them well. Students may give brief presentations on the work of established writers. • Prepare and submit essays for publication or performance. • Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity	nonfiction to critique others' essays constructively, and receive and use workshop criticism of their own essays. 6. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing it with the foreknowledge the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity.
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the

Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes x ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x ☐ No	
Implementation term	x ☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- ☒ description
- ☒ 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	Comp/Lit (English)	Submitter name	Elissa Rust
		Phone	7337
		Email	elissa.rust@pcc.edu
Current prefix and number	WR 241	Proposed prefix and number	
Current course title	Creative Writing - Fiction	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Focuses on writing and submitting fiction for class discussion and analysis in workshop setting. Study established writers for techniques, structures, and styles.	Focuses on writing short fiction for class discussion and analysis in a workshop setting. Read and analyze established writers for techniques, structures, and styles. Explores the creative writing process from development of an idea to revision of a manuscript. Write 4000-6000 words of original short fiction, including at least one revised short story of 1500 words or more.

Reason for change	More specific description for better understanding of students and instructors.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: • Demonstrate familiarity with the elements of fiction, such as plot, character, dialogue, and point of view, as well as an understanding of how these elements create a story. • Develop critical skill for evaluating their own writing, that of their peers, and professional writing. • Use fictional elements in their own writing. • Produce 4,000 words of original fiction that show an introductory level of competence with the elements of the craft; revision will typically be required. • Support peers in their artistic processes by contributing positively to the workshop through careful critiquing of each other's work. • Use standard manuscript form and understand the current practices of submitting fiction. • Read and analyze established authors. • Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of fiction through various stages of revision.	- o Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view). - o Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. - o Read peer fiction closely and analytically in order to contribute to peer workshops in a thoughtful and critical manner.

Reason for change	Better clarity		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes ☒ No			
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline			

for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

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
- X outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Comp/Lit	Submitter name	Michael McDowell
		Phone	8012
		Email	mmcdowel@pcc.edu
Current prefix and number	WR 242	Proposed prefix and number	WR 242
Current course title	Creative Writing (Poetry)	Proposed title (60 characters max)	Creative Writing (Poetry)
# Credits	4	Proposed transcript title (30 characters max)	Creative Writing (Poetry)
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Focuses on writing and submitting poetry for class discussion and analysis in a workshop setting. Study established poets for techniques, structures, and styles.	

Prerequisites: WR 115 and RD 115 or equivalent placement test scores.	
Reason for change	N/A

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Recognize the value and purpose and power of poetry and how it gives shape to human experience. 2. Read poems by a wide variety of established poets, and be able to read them well. Students may give brief presentations on the poetry of established poets. 3. Recognize the function of basic elements of poetry such as imagery, metaphor, line breaks, meter, lyric forms, alliteration and assonance, rhyme. 4. Demonstrate ability at using images in writing their poems 5. Demonstrate ability at using the concept	Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work. 2. Employ the various techniques and elements of poetry such as imagery, metaphor, line-breaks, alliteration, assonance, and meter to write poems. 3. Use self-reflection and techniques for employing the imagination to generate new poems and then to revise the poems, using techniques for “re-entering” or “re-seeing” a piece of writing. 4. Use critical thinking and problem solving to critique others' poems and communicate suggestions about strengths and weaknesses of drafts to peers. 5. Prepare and submit manuscripts for publication or performance and engage in a community of writers.

of “the line” in writing their poems 6. Use their understanding of the elements of poetry to critique others' poems constructively, and receive and use workshop criticism of their own poems. 7. Use techniques for employing the imagination to generate poems. 8. Develop an awareness of the oral nature of poetry. 9. Understand that poetry is a plastic art and emerges through a process which includes revision: “the art is in the revision” (Picasso). 10. Use techniques for “re-entering” or “re-seeing” a poem they’ve written 11. Develop a sense of audience. 12. Prepare and submit manuscripts for publication or performance.	
Reason for change	Conform to Curriculum Office standards.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes X no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes X No	

Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	26 April 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	26 April 2011

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
- ☒ 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	Comp/Lit (English)	Submitter name	Elissa Rust
		Phone	7337
		Email	elissa.rust@pcc.edu
Current prefix and number	WR 244	Proposed prefix and number	
Current course title	Advanced Creative Writing - Fiction	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Focuses on continuing to apply the techniques and structures of fiction writing introduced in WR 241. Write fiction, have work critiqued by peers and instructor, and critique the work of others in a workshop setting. Students without WR 241 may enter the class with instructor permission.	Focuses on continuing to apply the techniques and structures of fiction writing in a workshop setting introduced in WR 241. Read and analyze established writers for techniques, structures, and styles. Explores the creative writing process from development of an idea to revision of a manuscript. Write 6000-8000 words of original short fiction, including at least one revised short story of 3000 or more words.

Reason for change	More specific description for better understanding of students and instructors.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: • Demonstrate familiarity with the elements of fiction, such as plot, character, dialogue, and point of view, as well as an understanding of how these elements create a story. • Develop critical skill for evaluating their own writing, that of their peers, and professional writing. • Use fictional elements skillfully in their own writing. • Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of fiction through various stages of revision. • Revise and develop a piece through multiple drafts. • Produce a minimum of 6000 words of original fiction which may include short stories, chapters of novels, novellas, etc., that show competence with the elements of fiction. • Support peers in their artistic processes by contributing positively to the workshop through careful critiquing of each other's work. • Use standard manuscript form and understand the current practices of submitting fiction. • Read and analyze the work of established writers. • Show an understanding of how	- o Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view). - o Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. - o Read peer fiction closely and analytically in order to contribute to peer workshops in a thoughtful and critical manner.

different forms (short stories, novellas, novels) allow for different levels of complexity.			
Reason for change	Better clarity		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes ☒ No			
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline			

for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

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
☒ 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	Comp/Lit	Submitter name	Michael McDowell
		Phone	8012
		Email	mmcdowel@pcc.edu
Current prefix and number	WR 245	Proposed prefix and number	WR 245
Current course title	Advanced Creative Writing—Poetry	Proposed title (60 characters max)	Advanced Creative Writing—Poetry
# Credits	4	Proposed transcript title (30 characters max)	Adv Creative Writing - Poetry
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Extends the introduction to the craft of poetry in WR 242. Write poetry, have work critiqued by peers and the instructor, and critique the work of others in a workshop	

setting. Students without WR 242 may enter the class with instructor permission. Prerequisite: WR 242 and its prerequisite requirements.	
Reason for change	N/A

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Extend their abilities to use the techniques presented in WR 242, such as imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, rhythm, and particularly form 2. Understand how to scan a poem in order to appreciate the relationship between meter and meaning 3. Employ new techniques in rhythm, whether metrics, syllabics, accent or open form; received forms; allusions; distinctions between the effects of Old English as opposed to	Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work. 2. Employ the techniques presented in WR 242, such as imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways 3. Identify metrical patterns within a poem and write poems employing various forms, such as sonnets, villanelles, sestinas, and syllabics 4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own

Latinate vocabulary; grammar, syntax, and line-breaks; compression and economy of languages; subtleties of voice, tone, formality, ambiguity, and symbolism (deep imagery); writing in series 4. Account for varieties of audience expectations of poetry; the risks and potential for allusion; hermeticism and accessibility; gender, class and ethnicity in point of view; the uses of figurative language, clichés, idioms, and jargon; irony and sincerity; personae; titles, epigraphs, and references to other poetry as subtext read published poetry as a source for ideas and techniques 5. Critique others' poems constructively and receive and use criticism of their own poetry 6. Read and hear poetry aloud to acquire an awareness of the oral nature of poetry 7. Become an active member of the poetry scene, familiar with poetry websites, poetry awards, live poetry readings, and poetry workshops 8. Prepare and submit manuscripts for publication or performance to in-house or outside venues 9. Develop a personal poetics	poems for publication 5. Engage in the local poetry scene, becoming familiar with poetry websites, poetry awards, live poetry readings, poetry workshops, and publication opportunities, and submit manuscripts for publication or performance. 6. Study the poetics of established poets and reflect upon their own values to develop their own personal poetics.
Reason for change	Conform to Curriculum Office standards.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes X no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	26 April 2011
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout@pcc.edu	26 April 2011

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
☒ 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	Comp/Lit	Submitter name	Michael McDowell
		Phone	8012
		Email	mmcdowel@pcc.edu
Current prefix and number	WR 246	Proposed prefix and number	WR 246
Current course title	Advanced Creative Writing, Editing & Publishing	Proposed title (60 characters max)	Advanced Creative Writing, Editing & Publishing
# Credits	4	Proposed transcript title (30 characters max)	Adv Creative Wr, Edit & Pub
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Emphasizes development of craft in students' writing while introducing basics of editing others' manuscripts and preparing them for publication in a variety of forms,	

including an annual student literary magazine. May be repeated twice for credit. Students are required to have instructor permission in addition to or in place of the listed course prerequisites. Prerequisites: (WR 240 or 241 or 242 or 243) and (WR 244 or 245) and their prerequisite requirements.	
Reason for change	N/A

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Evaluate manuscripts: Students solicit and review manuscripts for inclusion in a literary and art magazine. 2. Work cooperatively: In order to produce a cohesive product, students must participate effectively in a workshop atmosphere. 3. Edit and publish a small publication:	Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Solicit and then read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts. 2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.

Students become aware of the multitude of mechanical and strategic problems and possibilities inherent in publishing. 4. Exercise critical awareness: Students develop critical language to define an aesthetic that guides decisions towards acceptance or rejection of manuscripts. 5. Respond fairly to a variety of literary and artistic submissions: Students exercise responsibility toward the manuscripts and art works submitted to them by responding intelligently and professionally, showing respect for themselves and others as writers. 6. Describe the mechanics of publishing, including keyboarding, proofreading, printing, typesetting, layout, small-press operation, and binding. 7. Write more knowledgeably in their own creative writing.	3. Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as writers. 4. Participate in a complete publication cycle, engaging in the mechanics of keyboarding, design, layout, and proofreading; and communicate effectively with the professionals who handle other aspects of publication, such as the printing and binding. 5. Write their own creative writing with greater knowledge and self-awareness.
Reason for change	Conform to Curriculum Office standards.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	andrew.cohen@pcc.edu	26 April 2011
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	26 April 2011

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
- x☒ description
- x☒ outcomes
- ☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Comp./Lit.	Submitter name Phone Email	Kathy O'Shaughnessy x4905, koshaugh@pcc.edu; Cynthia Kimball, ckimball@pcc.edu
Current prefix and number	WR 248	Proposed prefix and number	WR 248
Current course title	Advanced Creative Writing— Nonfiction	Proposed title (60 characters max)	Advanced Creative Writing-- Nonfiction
# Credits	4	Proposed transcript title (30 characters max)	Adv. Creative Wrtg.--Nonfiction
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Presents the works of established writers for forms, techniques and styles as a context for	WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Explores the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction

the students' production of creative nonfiction for class discussion and analysis.	for class discussion and analysis. Prerequisite: WR 240.
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of the course, students should be able to do the following: • Demonstrate familiarity with creative nonfiction and the versatility of its subgenres, including, but not limited to personal narrative, memoir, nature and travel writing, biography, critical essay, literary journalism, and montage. • Produce a minimum of 6,000 words of original creative nonfiction that may include writing about lives, places, events and ideas. • Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. • Develop critical skill for evaluating their own writing, that of their peers, and that of their professional models. • Develop a personal style and voice in their writing and become aware of the techniques that can enhance that style and voice. • Exhibit proficiency in the use of literary elements of creative nonfiction, such as literal vs. invented truth, fact vs. fancy, voice, monologue, memory, dialogue, time, and documentary evidence. • Exhibit proficiency in the use of creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive	Upon completion of the course, students should be able to: • Extend the skills learned in WR 240, such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, an tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. • Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. • Develop a personal style and voice in their writing and critical skill for evaluating their own writing, that of their peers, and that of their professional models. • Exhibit proficiency in the use of literary elements and techniques of creative nonfiction, such as literal vs. invented truth, dialogue, characterization, setting, scenes, flashbacks, juxtaposition, figurative language, and point of view. • Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity.

detail, dialogue, scenes, flashbacks, juxtaposition, figurative language, point of view, and persona. • Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity. • Read essays by a wide variety of established international writers, and read some writers in depth. • Use their understanding of the elements of creative nonfiction to critique others' essays constructively, and receive and use workshop criticism of their own essays. • Use standard manuscript form to prepare and submit essays for publication or performance.	
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by ☐ yes

reviewing the inventory of related instruction templates .	x ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x ☐ No	
Implementation term	x ☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout	

Arts and Letters 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
	Mark Easby	mark.easby@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen Angela Berdahl	andrew.cohen@pcc.edu aberdahl@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Eng 104	Course Title:	Introduction to Literature (Fiction)
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Eng 104	Course Title:	Introduction to Literature (Fiction)
Course Description:	Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of the diversity of human experience. Prerequisite: Placement into Writing 121.		
Course Outcomes:	Upon completion of English 104 with a "C" or higher, students will be able to: 1. Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning. This may include decisions about theme, image, character, plot, setting, voice, point of view, and figurative language. 2. Articulate ways in which the text contributes to self-understanding. 3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment. 4. Understand the text within the context of a literary tradition or convention. 5. Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.

- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores fiction from around the world that encourages students to reflect on their own culture and experience other cultural points of view.
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.	Roles played by gender and by various cultures are examined in the context of the readings, which offer a wide range of perspectives (men, women, children, different cultures).
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Close reading and the writing of coherent and compelling responses to short stories and novels, which require students to conceptually organize experiences and discern meaning.
F. Aesthetic and artistic values.	A central purpose of the task is to explore the aesthetic and artistic value of various works of literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other

discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Recognize the variety of stylistic choices that authors make within given forms. This may include decisions about theme, image, character, plot, setting, voice, point of view, and figurative language.
2. Evaluate various interpretations of a text and their validity through reading, writing and speaking, and through individual and group responses.
3. Understand the text within the context of a literary tradition or convention.
4. Understand the text as a product of a particular culture and historical moment, and recognize the text's relationship to different art forms.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through rigorous textual analysis, animated discussions, writing and reflection.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of literature representing a wide variety of powerful human experiences from around the world.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Melissa Manolas	melissa.manolas@pcc.edu

SAC Chair	Name	E-mail Address
	Andrew Cohen Angela Berdahl	andrew.cohen@pcc.edu aberdahl@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	Eng 105	Course Title:	Introduction to Literature (Drama)
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience.		
Course Outcomes:	Upon completion of English 105 with a “C” or higher, students will be able to: 1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. 2. Articulate ways in which the text contributes to self-understanding. 3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. 4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms. This may include decisions about theme, image, plot, character, setting, voice, point of view, figurative language, etc. 5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class is a survey of dramatic works from different historical periods, countries, and cultures that encourages students to reflect on their own culture, other diverse experiences, and a multiplicity of cultural and historical perspectives.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is drama, roles played by gender and culture are looked at in the context of the plays, their characters, and their audiences. This examination offers a wide range of perspectives from men, women, and different cultures.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Close readings of dramatic works and the writing of coherent and compelling responses to specific plays and scholarly works require students to conceptually organize experiences and discern meaning.
F. Aesthetic and artistic values.	A central purpose of the course is to explore the aesthetic and artistic value of various plays by analyzing formal and stylistic choices the author makes and recognizing the text's relationship to other art forms.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters**Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.
2. Articulate ways in which the text contributes to self-understanding.
3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.
4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms. This may include decisions about theme, image, plot, character, setting, voice, point of view, figurative language, etc.
5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection. Students look at a play from a variety of perspectives—personally, culturally, historically, thematically, formally, artistically—and are then encouraged not only to explore and analyze their own interpretations but also those of others, helping them situate their own ideas in contrast and connection to others.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

The course enables students to do this through rigorous exploration—analysis, reading, writing, and discussion—of different works representing a wide variety of powerful human experiences from around the world.

Arts and Letters 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.

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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
	Stephen Mainville	smainvil@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen Angela Berdahl	andrew.cohen@pcc.edu aberdahl@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 106	Course Title:	Introduction to Literature (Poetry)
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 106	Course Title:	Introduction to Literature (Poetry)
Course Description:	Enhances enjoyment of poetry, increases understanding of poetic elements, conventions and forms, and encourages exploration of the diversity of human experience. Prerequisite: Placement into WR 121.		
Course Outcomes:	Upon completion of ENG 106 with a "C" or higher, students will be able to: 1. Engage, through the texts, diverse points of view and diverse historical, cultural and literary contexts. 2. Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc. 3. Explicate poems in writing and speech and provide adequate support/evidence for such explications. 4. Recognize the multiple possibilities of interpretation of poems and the validity thereof. 5. Articulate ways in which the text contributes to self-understanding. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores poetry from around the world that encourages students to reflect on their own culture and other diverse cultures, experiences, and points of view.
B. Appreciation of history both from a global perspective and from a	Though the focus is poetry, roles played by gender and by various cultures are looked at in the context of the poetry, which offers a wide range of perspectives (men, women, different cultures). The personas presented in

personal perspective, including an awareness of the role played by gender and by various cultures.	poems give personal perspectives of different cultures and times.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Close readings and the writing of coherent and compelling responses to poems require students to conceptually organize experience and to discern meaning. Students learn that the same text may have multiple acceptable interpretations. Students learn how form affects meaning.
F. Aesthetic and artistic values.	A central purpose of the course is to explore the aesthetic and artistic value of various poems. Conflicting standards and priorities of different periods (or of the same period) reveal the changing and complex nature of aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Engage, through the text, diverse points of view and diverse historical, cultural, and literary contexts.
2. Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction,

	sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc. 3. Explicate poems in writing and speech and provide adequate support/evidence for such explications. 4. Recognize the multiple possibilities of interpretation of poems and the validity thereof. 5. Articulate ways in which the text contributes to self-understanding.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of poetry representing a wide variety of powerful human experiences from around the world.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Ron Ross	reross@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 108	Course Title:	World Literature--Western
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 108	Course Title:	World Literature--Western

Course Description:	The second of a two-course survey of World literature, ENG 108 exposes students to a broad spectrum of literature in translation that begins in the Renaissance and concludes at the present. Includes works of fiction, poetry, drama and non-fiction. Examines the uniqueness and interconnectedness of literature from a variety of worldwide traditions, both western and non-western. This series (ENG 107- 108) does not have to be taken in sequence. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Course Outcomes:	Upon completion of English 108 with a "C" or higher, students will be able to: 1. Discuss crucial literary movements that transpired from the 15th century to the present, namely, the Renaissance, Romanticism, Modernism, and Post-Modernism. 2. Analyze the effects of war, religion, colonialism, technology, totalitarianism, economic development, racism, culture, etc. on world literature during this time period. 3. Identify and discuss how cross-cultural pollination influences the development of great works of literature. 4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores literature from around the world that encourages students to reflect on their own culture from a global and historical perspective.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is literature, history from a global and personal perspective is part and parcel to the focus of this course given its subject matter. Roles played by gender and by various cultures are looked at in the context of the readings and films, which offer a wide range of perspectives (men, women, children, different cultures).
C. Understanding of themselves and their natural and technological environments.	The literature at the heart of this class inevitably explores how technology and even the physical environment play roles in World Literature. Outcome 2 addresses the issue of understanding ourselves quite directly: "Analyze the effects of war, religion, colonialism, technology, totalitarianism, economic development, racism, culture, etc. on world literature during this time period."
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis, as well as the larger undertaking of trying to explore the causes and impacts of literary movements that transpired from the 15 th century to the present.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays—as per outcome 4—requires students to conceptually organize experiences (especially those pertaining to literary movements) and to begin to discern their meaning.
F. Aesthetic and artistic values.	A central purpose of the World Literature is to explore the aesthetic and artistic value of various works of literature.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students won't leave this class without a larger understanding of the ethical and social requirements as citizens and humans on this earth.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

5. Each course should also do at least one of the following:

- Foster creative individual expression via analysis, synthesis, and critical evaluation;
- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Discuss crucial literary movements that transpired from the 15th century to the present, namely, the Renaissance, Romanticism, Modernism, and Post-Modernism.

Analyze the effects of war, religion, colonialism, technology, totalitarianism, economic development, racism, culture, etc. on world literature during this time period.

Identify and discuss how cross-cultural pollination influences the development of great works of literature.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of literature representing a wide variety of powerful human experiences from around the world.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Patrick Walters	pwalters@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 195	Course Title:	Film Studies: Film as Art
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 195	Course Title:	Film Studies: Film as Art

Course Description:	Enhances understanding of film through analysis of film history and form. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze ways in which a film may both contribute and react to its time and culture; analyze film through studying the techniques by which it was made; and substantiate observations with examples taken from film tradition and from the film itself. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Course Outcomes:	1 Use understanding of film technique and film as an art medium as tools to analyze film. These tools will include: filmmaking and form; the history of film as an art form; film narrative; traditional film genres; and the ways in which a film may both contribute and react to its time and culture. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students study films from here and from around the world, and thereby develop their understanding of both American culture and a variety of 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.	As students work with films from around the world and throughout cinematic history, they cultivate an understanding of the individual's role in society. They also explore the role played by gender in all cultures they study.
C. Understanding of themselves and their natural and technological environments.	Through a close study of cinematic texts, students develop an understanding of their own place in, and responsibility for, the natural environment. They also develop an understanding of technological environments, both through the cinematic texts and the technology of cinema itself.
D. Ability to reason qualitatively and quantitatively.	Through close reading and assessment of cinematic texts, students develop the ability to reason qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	Through structural analysis and rigorous close reading of cinematic texts, students develop the ability to conceptually organize experience and discern its meaning.
F. Aesthetic and artistic values.	Reading films, assessing their methodologies and tendencies, develops students' aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Reading films, assessing their methodologies and tendencies, develops students' aesthetic and artistic values.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that	1 Use understanding of film technique and film as an art medium as tools to analyze film. These tools will include: filmmaking and form; the history of

clearly reflect the above outcomes and criteria.*	film as an art form; film narrative; traditional film genres; and the ways in which a film may both contribute and react to its time and culture. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Through close analysis of cinematic texts, students develop an understanding of the filmmaker's creative process. They also develop their own ability to create a coherent reading of a text, which enriches the quality of their life.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Through close analysis of cinematic texts from around the world and across the history of cinema, students learn to critically assess values and ethics within a range of human experience and expression. This practice allows them to engage more fully in local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Patrick Walters	pwalters@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 196	Course Title:	Film Studies: Directors
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 196	Course Title:	Film Studies: Directors

Course Description:	Enhances understanding of film through analysis of directorial decisions and film techniques. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze ways in which directorial decisions may affect an individual film and viewer; situate a film within a director's body of work; analyze ways in which it may both contribute and react to its time and culture; and substantiate observations with examples taken from the film tradition and from the film itself. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Course Outcomes:	1 Use understanding of film technique and film as an art medium as tools to analyze film. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film. 4 Recognize ways in which directorial decisions may affect an individual film, as well as affect a viewer.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students study films from here and from around the world, and thereby develop their understanding of both American culture and a variety of 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.	As students work with films from around the world and throughout cinematic history, they cultivate an understanding of the individual's role in society. They also explore the role played by gender in all cultures they study.
C. Understanding of themselves and their natural and technological environments.	Through a close study of cinematic texts, students develop an understanding of their own place in, and responsibility for, the natural environment. They also develop an understanding of technological environments, both through the cinematic texts and the technology of cinema itself.
D. Ability to reason qualitatively and quantitatively.	Through close reading and assessment of cinematic texts, students develop the ability to reason qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	Through structural analysis and rigorous close reading of cinematic texts, students develop the ability to conceptually organize experience and discern its meaning.
F. Aesthetic and artistic values.	Reading films, assessing their methodologies and tendencies, develops students' aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students develop an understanding of the ethical and social requirements of responsible citizenship, both through the cinematic texts and the artistic function of cinema itself.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1 Use understanding of film technique and film as an art medium as tools to analyze film. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film. 4 Recognize ways in which directorial decisions may affect an individual film, as well as affect a viewer.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Through close analysis of cinematic texts, students develop an understanding of the filmmaker's creative process. They also develop their own ability to create a coherent reading of a text, which enriches the quality of their life.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Through close analysis of cinematic texts from around the world and across the history of cinema, students learn to critically assess values and ethics within a range of human experience and expression. This practice allows them to engage more fully in local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Patrick Walters	pwalters@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 197	Course Title:	Film Studies: Themes and Genres
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 197	Course Title:	Film Studies: Themes and Genres

Course Description:	Enhances understanding of film through analysis of contemporary film-making, narrative techniques, genres, themes and critical approaches. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze contemporary film techniques and the ways in which the films may both contribute and react to their time and culture; study contemporary film theory; and substantiate observations with examples taken from the film tradition and from the film itself. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Course Outcomes:	1 Use understanding of film technique and film as an art medium as tools to analyze film. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film. 4 Recognize individual films as representative of the contemporary culture and historical moment that produced them.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students study films from here and from around the world, and thereby develop their understanding of both American culture and a variety of 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.	As students work with films from around the world and throughout cinematic history, they cultivate an understanding of the individual's role in society. They also explore the role played by gender in all cultures they study.
C. Understanding of themselves and their natural and technological environments.	Through a close study of cinematic texts, students develop an understanding of their own place in, and responsibility for, the natural environment. They also develop an understanding of technological environments, both through the cinematic texts and the technology of cinema itself.
D. Ability to reason qualitatively and quantitatively.	Through close reading and assessment of cinematic texts, students develop the ability to reason qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	Through structural analysis and rigorous close reading of cinematic texts, students develop the ability to conceptually organize experience and discern its meaning.
F. Aesthetic and artistic values.	Reading films, assessing their methodologies and tendencies, develops students' aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Reading films, assessing their methodologies and tendencies, develops students' aesthetic and artistic values.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1 Use understanding of film technique and film as an art medium as tools to analyze film. 2 Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself. 3 Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film. 4 Recognize individual films as representative of the contemporary culture and historical moment that produced them.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Through close analysis of cinematic texts, students develop an understanding of the filmmaker's creative process. They also develop their own ability to create a coherent reading of a text, which enriches the quality of their life.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Through close analysis of cinematic texts from around the world and across the history of cinema, students learn to critically assess values and ethics within a range of human experience and expression. This practice allows them to engage more fully in local and global issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Jane Zunkel	jzunkel@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 201	Course Title:	Shakespeare: Early Works
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 201	Course Title:	Shakespeare: Early Works
Course Description:	Explores the development of Shakespeare's art and contribution to literature, culture, and the English language, with a focus on the earlier histories, tragedies, comedies, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language.		
Course Outcomes:	Upon completion of English 201 with a "C" or higher, students will be able to: 1. Identify and discuss qualities of Shakespeare's earlier texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing. 2. Discuss the development of Shakespeare's art and contribution to literature and culture. 3. Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem. 4. Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today. 5. Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience. 6. Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The students will come to understand how their own cultures compare and contrast to the Renaissance culture they are studying. They will also study Shakespeare's portrayal of other cultures through his works, helping them to understand how subjective representations are created. Finally, by studying the culture of entertainment in Shakespeare's time, they will be able to view contemporary entertainment forms with a more critical eye.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The students will study Renaissance history as they read and interpret Shakespeare's works. They will address the history of colonialism, important for creating a global perspective. Also, the many unanswered questions about Shakespeare's life and the controversies over his work's authorship provide excellent examples of historiography. By studying history plays, the students will examine the way that history is incorporated into literature and interpreted for dramatic ends. Shakespeare's plays are a rich source for gender and culture studies.
C. Understanding of themselves and their natural and technological environments.	By studying the joys, triumphs, tragedies, and conflicts of Shakespeare's characters, the students come to understand the forces at play in the human condition. His comedies and romances often address the differences between rural and urban environments, the way that our environment can influence our actions. The students will also learn about changes in printing technology and how they influenced literacy.
D. Ability to reason qualitatively and quantitatively.	Through their essays, the students will learn to develop interpretations and arguments about Shakespeare's works. They will also develop their quantitative skills through the study of metrical forms, especially iambic pentameter.
E. Ability to conceptually organize experience and discern its meaning.	Through informal writing, formal writing, and discussion, students learn to articulate their views in an organized fashion. They also experience the way that other students, scholars, and literary critics create meaning from Shakespeare's works.
F. Aesthetic and artistic values.	The students study Shakespeare's contributions to literature. Through his allusions, they learn about mythology, religion, and history. They also see the many ways that his works have been referenced since his time by writers, artists, and scholars in the humanities and social sciences.
G. Understanding of the ethical and social requirements of responsible citizenship.	Shakespeare vividly portrays human motivation, and there is much to be learned about ethical and unethical behavior in his plays. He focuses particularly on the characteristics of strong and weak leaders. He also addresses the impact of class on human interactions.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more

fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Identify and discuss qualities of Shakespeare's earlier texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing.

Discuss the development of Shakespeare's art and contribution to literature and culture.

Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem.

Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today.

Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience.

Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

By engaging with Shakespeare's challenging plays and poems, the students develop and exercise their critical reading, writing, and thinking skills. They come to understand Shakespeare's work in the context of Renaissance history and culture. They may also join the contemporary subculture of those who consider reading and attending performances of Shakespeare's works to be a life-enriching experience.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Shakespeare addresses a range of human experiences and values in his works, and by reading them, the students are called to examine their own motivations, actions, and cultural assumptions. The experience may lead them to engage more fully in contemporary issues.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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
	Jane Zunkel	jzunkel@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 201	Course Title:	Shakespeare: Early Works
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 202	Course Title:	Shakespeare: Later Works
Course Description:	Explores the development of Shakespeare's art and contribution to literature, culture, and the English language, with a focus on the later histories, tragedies, comedies, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language.		
Course Outcomes:	1. Identify and discuss qualities of Shakespeare's later texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing. 2. Discuss the development of Shakespeare's art and contribution to literature and culture. 3. Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem. 4. Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today. 5. Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience. 6. Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The students will come to understand how their own cultures compare and contrast to the Renaissance culture they are studying. They will also study Shakespeare's portrayal of other cultures through his works, helping them to understand how subjective representations are created. By studying the culture of entertainment in Shakespeare's time, they will be able to view contemporary entertainment forms with a more critical eye.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The students will study Renaissance history as they read and interpret Shakespeare's works. They will address the history of colonialism, important for creating a global perspective. Also, the many unanswered questions about Shakespeare's life and the controversies over his work's authorship provide excellent examples of historiography. By studying history plays, the students will examine the way that history is incorporated into literature and interpreted for dramatic ends. Shakespeare's plays are a rich source for gender and culture studies.
C. Understanding of themselves and their natural and technological environments.	By studying the joys, triumphs, tragedies, and conflicts of Shakespeare's characters, the students come to understand the forces at play in the human condition. Shakespeare vividly portrays human motivation, and there is much to be learned about ethical and unethical behavior in his plays. His comedies and romances often address the differences between rural and urban environments, the way that our environment can influence our actions. The students will also learn about changes in printing technology and how they influenced literacy.
D. Ability to reason qualitatively and quantitatively.	Through their essays, the students will learn to develop interpretations and arguments about Shakespeare's works. They will also develop their quantitative skills through the study of metrical forms, especially iambic pentameter.
E. Ability to conceptually organize experience and discern its meaning.	Through informal writing, formal writing, and discussion, students learn to articulate their views in an organized fashion. They also experience the way that other students, scholars, and literary critics create meaning from Shakespeare's works.
F. Aesthetic and artistic values.	The students study Shakespeare's contributions to literature. Through his allusions, they learn about mythology, religion, and history. They also see the many ways that his works have been referenced since his time by writers, artists, and scholars in the humanities and social sciences.
G. Understanding of the ethical and social requirements of responsible citizenship.	Shakespeare vividly portrays human motivation, and there is much to be learned about ethical and unethical behavior in his plays. He focuses particularly on the characteristics of strong and weak leaders. He also addresses the impact of class on human interactions.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life;

and

- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Identify and discuss qualities of Shakespeare's later texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing.

Discuss the development of Shakespeare's art and contribution to literature and culture.

Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem.

Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today.

Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience.

Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

By engaging with Shakespeare's challenging plays and poems, the students develop and exercise their critical reading, writing, and thinking skills. They come to understand Shakespeare's work in the context of Renaissance history and culture. They may also join the contemporary subculture of those who consider reading and attending performances of Shakespeare's works to be a life-enriching experience.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Shakespeare addresses a range of human experiences and values in his works, and by reading them, the students are called to examine their own motivations, actions, and cultural assumptions. The experience may lead them to engage more fully in contemporary issues.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Nancy Casciato Tom Huminski	ncasciat@pcc.edu thuminsk@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 204	Course Title:	Survey of English Literature
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 204	Course Title:	Survey of English Literature
Course Description:	Introduces the literature of the British Isles from the Medieval period through the 18 th century. May include works of poetry, prose, and drama.		
Course Outcomes:	Read texts of English literature (from the time period of 1000 CE to 1785) from different critical perspectives. Identify relationships between form and content in English literature from the time period 1000 CE to 1785. Recognize literary conventions and use a critical vocabulary to discuss English literature from the time period 1000 CE to 1785. Use English literary texts (from the time period 1000 CE to 1785) to make connections between historical, political, and cultural contexts. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

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- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective,	The study of British literature requires a global perspective, given the vast reach of the British Empire (up to and into the 20 th century), as well as the central influence of early Medieval texts on the development of Western thought. For these same reasons, study of this body of literature provides

including an awareness of the role played by gender and by various cultures.	amply opportunity to explore layers of cultural production in the context of a variety of historical, social, and literary traditions. In addition, close study of individual writers and works bring attention to a variety of gender identities, the exigencies of class structure, the special demands of spiritual pursuits, and the affects of all of these discourses on individuals and nations.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Emphasis on the analysis of literary texts requires critical thinking, both on the level of individual texts and on the level of literary-historical periods.
E. Ability to conceptually organize experience and discern its meaning.	Gathering, analyzing and presenting ideas in a coherent and dynamic way, whether in speech, writing, or performance, constitute a fundamental aspect of this class.
F. Aesthetic and artistic values.	Central to the study of literary works, individually and collectively, is the discovery and appreciation of the influence on the world stage—past and present—of artistic works that stand the tests of time and critical reception.
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Read texts of English literature (from the time period of 1000 CE to 1785) from different critical perspectives. Identify relationships between form and content in English literature from the

	time period 1000 CE to 1785. Recognize literary conventions and use a critical vocabulary to discuss English literature from the time period 1000 CE to 1785. Use English literary texts (from the time period 1000 CE to 1785) to make connections between historical, political, and cultural contexts.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	Survey of English Literature invites the close study of literary works whose representations of human behavior and human nature are designed to challenge the intellect and delight the senses. Pursuit of such study enlarges our world-view by educating our imaginations, making us sensitive and receptive to finding, in the familiar and the new, illuminating insights about our shared human endeavors.

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Students of English Literature examine novels, poems, plays, essays, manifestos and more in the context of the social, psychological, and historical realities—to name just the most obvious—in which they are produced. This multi-layered approach introduces students to a range of interpretive strategies and thus encourages them to understand artistic production on many levels.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters General Education/Discipline Studies List Request Form

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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:

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[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Nancy Casciato Tom Huminski	ncasciat@pcc.edu thuminsk@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 205	Course Title:	Survey of English Literature
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 205	Course Title:	Survey of English Literature

Course Description:	Introduces the literature of Britain and its colonies from the 19 th century to the present. May include works of poetry, fiction, non-fiction, and drama.

Course Outcomes:	Read texts of English literature (from the time period of 1785 to the present) from different critical perspectives. Identify relationships between form and content in English literature from the time period 1785 to the present. Recognize literary conventions and use a critical vocabulary to discuss English literature from the time period 1785 to the present. Use English literary texts (from the time period 1785 to the present) to make connections between historical, political, and cultural contexts. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	

B. Appreciation of history both from a global perspective and from a personal perspective,	The study of British literature requires a global perspective, given the vast reach of the British Empire (up to and into the 20 th century), as well as the central influence of early Medieval texts on the development of Western thought. For these same reasons, study of this body of literature provides

including an awareness of the role played by gender and by various cultures.	amply opportunity to explore layers of cultural production in the context of a variety of historical, social, and literary traditions. In addition, close study of individual writers and works bring attention to a variety of gender arrangements, the exigencies of class structure, the special demands of spiritual pursuits, and the affects of all of these discourses on individuals and nations.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Emphasis on the analysis of literary texts requires critical thinking, both on the level of individual texts and on the level of literary-historical periods.
E. Ability to conceptually organize experience and discern its meaning.	Gathering, analyzing and presenting ideas in a coherent and dynamic way, whether in speech, writing, or performance, constitute a fundamental aspect of this class.
F. Aesthetic and artistic values.	Central to the study of literary works, individually and collectively, is the discovery and appreciation of the influence on the world stage--past and present—of artistic works that stand the tests of time and critical reception.
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Read texts of English literature (from the time period of 1785 to the present) from different critical perspectives.

	Identify relationships between form and content in English literature from the time period of 1785 to the present. Recognize literary conventions and use a critical vocabulary to discuss English literature from the time period of 1785 to the present. Use English literary texts (from the time period of 1785 to the present) to make connections between historical, political, and cultural contexts.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Survey of English Literature invites the close study of literary works whose representations of human behavior and human nature are designed to challenge the intellect and delight the senses. Pursuit of such study enlarges our world-view by educating our imaginations, making us sensitive and receptive to finding, in the familiar and the new, illuminating insights about our shared human endeavors.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students of English Literature examine novels, poems, plays, essays, manifestos and more in the context of the social, psychological, and historical realities—to name just the most obvious—in which they are produced. This multi-layered approach introduces students to a range of interpretive strategies and thus encourages them to understand artistic production on many levels.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Bryan Hull	bhull@pcc.edu

SAC Chair	Name	E-mail Address
	Andrew Cohen Angie Berdahl	andrew.cohen@pcc.edu aberdahl@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	David Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number: ENG 207		Course Title:	World Literature – Asia (India_
Course Credits:	4 credits	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Introduces students to Indian literature in English (for the most part, translated) from ancient to contemporary. May include such works and authors as hymns from the Rig Veda, The Ramayana, classical poetry, and the twentieth century authors Narayan, Ved Mehta and Arundhati Roy. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	Upon completion of English 207 with a “C” or higher, students will be able to: 1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture. 2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting. 3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions. 4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community. 5) Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively

E. ability to conceptually organize experience and discern its meaning

F. aesthetic and artistic values

G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

This course meets A, B, E and F of the college's mission.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- 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.	Inherent in every class period, students are asked to compare their own culture and experience to see how it compares and contrasts with the Indian cultures that we examine over the course of the term.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The expansion of Islam, conflict between Pakistan and India, Colonial rule, globalization and the history of Indian dynasties all are historical eras that impact Indian literature, and thus are areas that we will examine in this course.
C. Understanding of themselves and their natural and technological environments.	Does not really apply
D. Ability to reason qualitatively and quantitatively.	Overall, does not apply
E. Ability to conceptually organize experience and discern its meaning.	Indian literature asks students to think about key ways that South Asians have organized their lives and to analyze the ways these experiences are structured and valued. For example, a poem may ask students to reflect one's experience in the social and economic world vs. the experience in the spiritual or ascetic life.
F. Aesthetic and artistic values.	Since we look daily at South Asian artistic form, structure and values, this is the primary way that this course meets the mission of the college.
G. Understanding of the ethical and social requirements of responsible citizenship.	Perhaps indirectly addressed in the course, but not directly.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters	
Outcomes:	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
• Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	
Criteria:	
A course in Arts & Letters should:	
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1) Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture. 2) Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting. 3) Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions. 4) Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	With gained knowledge and experience, students can better understand this literary tradition that may have remained obscure and distant to them prior to the course. It is difficult for anyone to pick up a poem or a short story from a "foreign" tradition and to understand it enough so that it has power and impact on the reader. (There are, of course, always exceptions to this rule.) This course allows students to have access to a long, diverse tradition.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local	By choosing a wide variety of texts, and by providing students with many different tools to analyze these texts, the course teaches how to apply these tools in a diverse context. Since Indian literature is by its nature quite different than American or British literature, studying this tradition asks students to think both about their own experience here in the U.S., as well as how such experiences are the same and different from those who live and

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	John Zackel	John.zackel@pcc.edu

SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

**Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu**

7. Complete the following Course Information:

Course Prefix and Number:	ENG 209	Course Title:	World Literature—Japan
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters Social Science Science, Comp. Sci., and Math
Course Description:	Introduces a range of Japanese texts and films in order to explore the artistic, social, political, and historical characteristics of Japanese literature from the earliest poems to contemporary novels. Explores movements in literary and artistic traditions from multiple periods (e.g., Heian, Meiji) and analyzes how texts emphasize or resist the values of each historical moment. Considers issues of social class, religion, and aesthetics as they apply to creative works.		
Course Outcomes:	Upon completion of English 209 with a “C” or higher, students will be able to: 1. Read Japanese literature and discuss the aesthetic characteristics of varied periods (e.g., Heian, Muromachi, Edo). Compare to Western aesthetics in order to understand and appreciate areas of difference. 2. Read Japanese literature with a knowledge of historical and religious concepts and events (e.g., Shinto, Buddhism, the policy of isolationism, the bombing of Hiroshima and Nagasaki, Westernization). 3. Develop skills in literary analysis and recognize the limits of such analysis, especially due to the challenges presented, translative and otherwise, when reading non-Western texts in a predominantly Western academic setting. 4. Discuss how cultural beliefs affect our understanding of justice, human character, and narrative outcomes and demonstrate sensitivity to the different style of thought available in the literature of Japan. 5. Identify works of literature from classical Japanese writers and identify the continuation of their legacy in contemporary texts.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores Japanese literature that encourages students to reflect on their own culture; in addition, the course compares Japanese cultural values and compares them to Western cultural values.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is literature, Japanese history is part and parcel to the course and places each work of literature into context. Personal and global perspectives are examined through readings and films to understand Japan's unique history in the world and the history of its citizens—including the treatment of various ethnic groups and how changing gender roles transformed the country.
C. Understanding of themselves and their natural and technological environments.	The literature at the heart of this class explores how Japanese cultures understand technology (and the rejection of technology) and the natural world throughout history; students must cultivate an understanding of their own relationship to the technological and natural world in order to compare said cultural perspectives.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis, as well as the larger undertaking of trying to explore the changes to Japanese literature throughout history.
E. Ability to conceptually organize experience and discern its meaning.	The course involves a number of readings that examine the same moment in history from different perspectives; the course requires students to conceptually organize experiences (pertaining to World War II, for example) and begin to discern their meaning.
F. Aesthetic and artistic values.	A central purpose of the task is to explore the aesthetic and artistic value of various works of Japanese literature and films and how they compare to Western aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	By directly engaging with historical moments in Japanese history (e.g., the bombing of Hiroshima and Nagasaki, the Nanking Massacre), students develop an understanding of the ethical and social requirements of responsible citizenship.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters	
Outcomes:	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and - Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	
Criteria:	
A course in Arts & Letters should:	
- Introduce the fundamental ideas and practices of the discipline and allow students to apply them. - Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. - Explore the conventions and techniques of significant forms of human expression. - Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. - Each course should also do at least one of the following: - Foster creative individual expression via analysis, synthesis, and critical evaluation; - Compare/contrast attitudes and values of specific historical periods or world cultures; and - Examine the origins and influences of ethical or aesthetic traditions.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	- Read Japanese literature and discuss the aesthetic characteristics of varied periods (e.g. Heian, Muromachi, Edo, etc). Compare to Western aesthetics in order to understand and appreciate areas of difference. - Read Japanese literature with a knowledge of historical and religious concepts and events (e.g. Shinto, Buddhism, the policy of isolationism, the bombing of Hiroshima and Nagasaki, westernization, etc). - Develop skills in literary analysis and recognize the limits of such analysis, especially due to the challenges, translative and otherwise, presented when reading non-western texts in a predominantly western academic setting. - Discuss how cultural beliefs affect our understanding of justice, human character, and narrative outcomes and demonstrate sensitivity to the different style of thought available in the literature of Japan. - Identify works of literature from classical Japanese writers and identify the continuation of their legacy in contemporary texts.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through rigorous textual analysis, animated discussions, and a great deal of writing and reflection.
How does the course enable a student to "critically	The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of literature and film representing

analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	a wide variety of powerful human experiences from Japan. Furthermore, the course enables students to analyze how Western and non-Western experiences and values mingle, react, and interact to form new expressions throughout history, encouraging students to comprehend their own place in local and global environments.
* Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Michael McDowell	mmcdowel@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 214	Course Title:	Literature of the Northwest
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 214	Course Title:	Literature of the Northwest

Course Description:	Studies fictional, factual, and poetic works by Northwest writers from before the arrival of Euro-Americans to the present. Emphasizes relationship between Northwest writing and Northwest social, cultural, and physical environment. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Course Outcomes:	Upon completion of the course, students should be able to: 1. Define "Northwest literature" in relation to the physical environments—climate, weather, geography, flora and fauna, and landscape—and cultures, both tribal and Euro-American, which have produced it and which are often its central subjects. 2. Trace the social and environmental histories of the Northwest—including such facts as the displacement of indigenous peoples, labor movements, urban-rural conflicts, environmental degradation, racism, women's rights movements, xenophobia, and conflicts over exploitation of natural resources--through the works read and discussed. 3. Connect the literature of the Northwest to other arts practiced in the Northwest—dance, theatre, music, film, architecture, sculpture, painting, photography—and to other literature produced in the rest of the United States at comparable periods. 4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.

- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The course explores literature written by writers who have come to the Pacific Northwest from a variety of cultures—European, African, Asian—as well as the oral traditions of the peoples in the Northwest before Europeans arrived. Class sessions discuss the interactions between cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The literatures are studied from historical and cross-cultural perspectives. Much of the history of the Northwest is the story of the interactions between cultures in conflict. And as with all courses involving literary analysis, a consideration of gender issues is part of the course.
C. Understanding of themselves and their natural and technological environments.	A great deal of the literature of the Northwest centers on the conflicts and attempted reconciliation between Euro-Americans (with their various technologies) who have settled the area, and the natural landscape—resulting in stories of dam-building, irrigation projects, cattle-ranching, farming, white-water rafting, hunting, and a wide variety of outdoor adventures.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays—a requirement of this and every literature course—requires students to conceptually organize experience and to begin to derive meaning from it.
F. Aesthetic and artistic values.	A central purpose of the course is to explore the aesthetic and artistic value of various works of the various Northwest cultures' literatures.
G. Understanding of the ethical and social requirements of responsible citizenship.	The literature of the Northwest is a chronicle of the failures and successes in residents' meeting their ethical and social requirements as citizens and humans on this earth.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music,

language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Upon completion of the course, students should be able to: 1. Define "Northwest literature" in relation to the physical environments—climate, weather, geography, flora and fauna, and landscape—and cultures, both tribal and Euro-American, which have produced it and which are often its central subjects. 2. Trace the social and environmental histories of the Northwest—including such facts as the displacement of indigenous peoples, labor movements, urban-rural conflicts, environmental degradation, racism, women's rights movements, xenophobia, and conflicts over exploitation of natural resources--through the works read and discussed. 3. Connect the literature of the Northwest to other arts practiced in the Northwest—dance, theatre, music, film, architecture, sculpture, painting, photography—and to other literature produced in the rest of the United States at comparable periods. 4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of written and oral literatures in different genres representing a wide variety of powerful human experiences involving multiple cultural perspectives which have originated in different parts of the US and of the world and come to the Northwest.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Elissa Rust	elissa.rust@pcc.edu
SAC Chair	Name	E-mail Address
	Angela Berdhal	aberdahl@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 253	Course Title:	American Literature to 1865
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 253	Course Title:	American Literature to 1865

Course Description:	Introduces students to the literature of the land which is now the United States from before European contact through the mid-nineteenth century. The course revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).

Course Outcomes:	1. Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century. 2. Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature. 3. Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America. 4. Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written 5. Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters). 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates	Early American literature teaches students about their own culture and how it has evolved from its early roots to today, and includes writings from the

to other cultures.	immigrant experience to aid in understanding the relation 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.	The study of American literature requires a study in the historical context in which that literature was written, both from a global and personal context. The canon of American literature contains pieces that address issues relevant to gender issues and various cultures within the American experience.
C. Understanding of themselves and their natural and technological environments.	To learn about American literature is to learn more about each student's own place within a broader landscape.
D. Ability to reason qualitatively and quantitatively.	The study of literature is also a study of how to reason with a text both quantitatively and qualitatively; this comes into play also as students learn to write about the literature they are studying.
E. Ability to conceptually organize experience and discern its meaning.	Studying the canon of American literature is about conceptualizing and chronologically organizing the American experience and discerning the experiences of those who came before us and meanings of those experiences.
F. Aesthetic and artistic values.	As students learn about stylistic techniques (figurative language, literary genres, etc.) they are learning about aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Most, if not all, of the writers in the canon of American literature deal with the issue of ethical and social requirements of responsible citizenship, so this becomes a large part of the study of that literature.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century. 2. Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature. 3. Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America. 4. Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written 5. Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters). 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	By studying the great poets and writers of American literature and learning to write about them effectively and critically, students are engaging in the Arts and Letters, "making use of the creative process" in a way that will enrich their lives.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Every time a student reads a new novel or studies a new poet from this time period in American history, that student gains two things: a broader knowledge of American history as well as a broader knowledge of the literature itself. The combination of both of these things leads to a greater understanding of the human experience and why the writers said the things they did; it is at this junction that students "critically analyze values and ethics" found within the literature and learn to apply them to their own critical work and their lives.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters 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
	Elissa Rust	elissa.rust@pcc.edu
SAC Chair	Name	E-mail Address
	Angela Berdhal	aberdahl@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 254	Course Title:	American Literature From 1865
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 254	Course Title:	American Literature From 1865

Course Description:	Introduces students to the literature of the land which is now the United States from mid-nineteenth century to the present. The course revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).

Course Outcomes:	1. Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century. 2. Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature. 3. Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America. 4. Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written 5. Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters). 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Early American literature teaches students about their own culture and how it has evolved from its early roots to today, and includes writings from the immigrant experience to aid in understanding the relation 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.	The study of American literature requires a study in the historical context in which that literature was written, both from a global and personal context. The canon of American literature contains pieces that address issues relevant to gender issues and various cultures within the American experience.
C. Understanding of themselves and their natural and technological environments.	To learn about American literature is to learn more about each student's own place within a broader landscape.
D. Ability to reason qualitatively and quantitatively.	The study of literature is also a study of how to reason with a text both quantitatively and qualitatively; this comes into play also as students learn to write about the literature they are studying.
E. Ability to conceptually organize experience and discern its meaning.	Studying the canon of American literature is about conceptualizing and chronologically organizing the American experience and discerning the experiences of those who came before us and meanings of those experiences.
F. Aesthetic and artistic values.	As students learn about stylistic techniques (figurative language, literary genres, etc.) they are learning about aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Most, if not all, of the writers in the canon of American literature deal with the issue of ethical and social requirements of responsible citizenship, so this becomes a large part of the study of that literature.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s)

1. Identify and discuss strengths, limitations, and cultural assumptions of

from the course's CCOG that clearly reflect the above outcomes and criteria.*	various literary forms practiced in America through the mid-nineteenth century. 2. Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature. 3. Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America. 4. Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written 5. Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters). 6. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	By studying the great poets and writers of American literature and learning to write about them effectively and critically, students are engaging in the Arts and Letters, "making use of the creative process" in a way that will enrich their lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Every time a student reads a new novel or studies a new poet from this time period in American history, that student gains two things: a broader knowledge of American history as well as a broader knowledge of the literature itself. The combination of both of these things leads to a greater understanding of the human experience and why the writers said the things they did; it is at this junction that students "critically analyze values and ethics" found within the literature and learn to apply them to their own critical work and their lives.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters 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
	Kristin Bryant	kbryant@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 261	Course Title:	Literature of Science Fiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 261	Course Title:	Literature of Science Fiction
Course Description:	Explores the roots of science fiction as well as classic and modern works of science fiction and speculative literature. Students will analyze common themes in science fiction, the various ideological underpinnings of science fiction, and the way such literature comments on current issues in society and presents new ideas to society. Prerequisite : WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	1. Recognize the elements common to science fiction that distinguish it from other genres and analyze science fiction works from various critical approaches using appropriate literary terminology. 2. Create critical hypotheses about texts and argue for their validity using textual evidence. 3. Analyze the ways in which science fiction reflects and distorts "reality" and the ideological arguments underlying its presentations. 4. Explore the tradition of science fiction and discover ways in which authors have recognized the possibilities of the genre by examining a variety of modern and classic works. 5. Examine different presentations in science fiction of gender, science and technology, governmental systems, culture, religion and ethnicity. 6. Write clear, focused coherent essays about science fiction for an academic audience using standard English conventions of grammar and style.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The literature of science fiction includes writings from many cultures and belief systems; most science fiction is based on ideological premises and explores them from a great variety of political, social and cultural viewpoints.
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.	While this genre did not really exist prior to the late 19 th century, the primary texts have historical and global influences that are discussed within the works, in assignments and during class discussion. The primary and secondary texts are often essentially concerned with the role of gender, culture, ideology, religion, age and class (and more) in society. The genre and the class also involve discussion of current and past conflicts as well as the larger, abstract questions of morality and what it is to be human and what it means to be ethical.
C. Understanding of themselves and their natural and technological environments.	In general, all literature classes involve these ideas and themes. The Literature of Science Fiction—while often directly reflecting current global and cultural issues—is often highly allegorical; while the plot may be about literally alien cultures, the underlying ideas are about how humans on this planet interact with one another, with new technologies, with different ideologies, with our environment. Science Fiction allows authors and audiences a different narrative through which to explore “foreign” ideas as well as extrapolate on the lasting/long-term effects of technological and environmental changes on our world. All of these areas are discussed and explored within this class.
D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of all textual analyses and discussions; reading and discussing these texts, comparing the ideas presented and the spectrum of purposes and styles of writing requires students to consider different ideas of value.
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays requires students to conceptually organize experiences and to begin to discern their various and often subjective meanings. In a less formal but equally valuable way, class discussions and exercises require students to work with a variety of materials, ideas and opinions and share the resulting ideas with one another in a structured forum.
F. Aesthetic and artistic values.	An integral part of all literature classes is the exploration and discussion of the aesthetics and literary quality of the works. Science fiction is no exception. In fact, SF is often derided by other educators and scholars in the field, which makes this class especially rich in its discussion of what defines the literary “value” of the works within the genre. This opens up class plans and discussion to explore variety of ideas in great depth.

G. Understanding of the ethical and social requirements of responsible citizenship.	Science fiction is largely motivated by various authors' desires to define, describe, prescribe morals and best practices for human civilizations. Within this class, students explore the various ideas presented as well as the cultures and times in which they are written. The readings themselves involve the questions of social requirements and responsible citizenship; class discussion and assignments expand upon these concepts.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Create critical hypotheses about texts and argue for their validity using textual evidence.

Analyze the ways in which science fiction reflects and distorts "reality" and the ideological arguments underlying its presentations.

Recognize the elements common to science fiction that distinguish it from other genres and analyze science fiction works from various critical approaches using appropriate literary terminology.

Explore the tradition of science fiction and discover ways in which authors have recognized the possibilities of the genre by examining a variety of modern and classic works.

Examine different presentations in science fiction of gender, science and technology, governmental systems, culture, religion and ethnicity.

Write clear, focused coherent essays about science fiction for an academic audience using standard English conventions of grammar and style.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable

All of the above outcomes show how this class requires students to think

a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	critically and creatively. The exploration and discussion of literary works, including science fiction, may lead to a more thoughtful and involved life. The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of speculative literature representing a wide variety of powerful human experiences as expressed through thoughtful speculation and extrapolation on what it means to be human, what challenges we face when we try to be ethical, what we might be culturally blind to, and a great variety of other important philosophical questions.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Chris Jensen	cjensen@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	Dstout.@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ENG 275	Course Title:	Bible as Literature
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	ENG 275	Course Title:	Bible as Literature

Course Description:	Explores the Bible as a literary text by discussing authorship, translation, literary forms, history, and cultural context. Discusses the Bible as a point of reference for literature as well as for other works of art. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.

Course Outcomes:	Course Outcomes: Upon completing this course, students should be able to... 1. Read the Bible with an understanding of its literary forms and conventions as well as its relationship to history and culture. 2. Apply concepts of literary criticism (e.g., <i>typology</i>, <i>archetype</i>, <i>parallelism</i>, <i>chiastic structure</i>) to a variety of writings including the Hebrew Bible, New Testament, and Apocryphal books. 3. Recognize the Bible's lasting influence on other works of literature, art, music, and popular culture. 4. Discuss and show familiarity with selected Bible texts as well as secondary biblical scholarship. 5. Analyze a variety of English translations to understand the effects of translation from the original languages (Hebrew, Aramaic, Greek) on the meaning and interpretation of texts. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to the Bible.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates	This class explores the original cultural settings from which the scriptures arose and encourages students to reflect upon their own cultural setting and

to other cultures.	interpretive situation. The focus on the necessity of translation of texts from the original languages (per outcome 5) brings further attention to the relationship between cultures then and now.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The class takes a primarily literary approach to the Bible, but given the wide historical context of the scriptures it also recognizes and calls attention to history from a global and personal perspective. By studying prominent female characters in the biblical narrative, the course looks at the role played by gender in various cultures.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays (see outcome 6) requires students to conceptually organize experiences, especially those relating to the reading and interpretation of the biblical texts, and to begin to discern their meaning.
F. Aesthetic and artistic values.	By calling attention to the Bible's lasting influence on other works of literature, art, music, and popular culture (see outcome 3) the course places a strong emphasis on aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;

- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Read the Bible with an understanding of its literary forms and conventions as well as its relationship to history and culture. 2. Apply concepts of literary criticism (e.g., <i>typology</i>, <i>archetype</i>, <i>parallelism</i>, <i>chiastic structure</i>) to a variety of writings including the Hebrew Bible, New Testament, and Apocryphal books. 3. Recognize the Bible's lasting influence on other works of literature, art, music, and popular culture. 4. Discuss and show familiarity with selected Bible texts as well as secondary biblical scholarship. 5. Analyze a variety of English translations to understand the effects of translation from the original languages (Hebrew, Aramaic, Greek) on the meaning and interpretation of texts. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to the Bible.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables a student to do this through close reading and analysis of various texts, the study of key elements of the literary approach to the Bible, class discussion in small and large groups, and a range of writing assignments from informal to formal.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	The course enables students to do this through rigorous exploration – through reading, writing, and discussion – of the conventions and techniques of biblical literature representing a wide variety of powerful human experiences and issues.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Scott Dionne	sdionne@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	
SAC Admin Liaison	Name	E-mail Address

7. Complete the following Course Information:

Course Prefix and Number:	WR 222	Course Title:	Writing the Research Paper
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 222	Course Title:	Writing the Research Paper

Course Description:	This course uses extensive research writing to develop skills in critical analysis and documented argument. Students synthesize their considered response to designated text(s) and/or issues with the reactions of other writers. Students gain experience locating and using sources via library catalogs, professional databases and other forms of research. Includes paraphrasing, summarizing, quoting, and documenting, using style appropriate to discipline researched. At least two conferences required. Prerequisite: Completion of WR 122 with a grade of "C" or higher.

Course Outcomes:	• Successfully organize and manage an extended, research-based, thesis-centered essay of 3500-5000 words (or an equivalent wordcount in shorter essays) using MLA, APA, or other appropriate documentation styles. • Demonstrate critical thinking and problem-solving in the context of research by showing observational skills, drawing reasonable inferences from a variety of sources, perceiving and establishing relationships among multiple sources, as well as evaluating and analyzing the structure and organization of sources and own writing. • Independently locate, examine, select, evaluate, and use various primary and secondary sources (including academic, printed, electronic, and/or interview-based) • Practice and demonstrate skills necessary to research writing, such as paraphrase, summary, direct quotation, citation, and documentation • Understand the ethics of research and avoid plagiarism • Suit writing style and research material to intended audience and purpose

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	WR 222 requires that students perform written intellectual work of the highest possible caliber. One of the standards for this course is the ability to synthesize ideas, propositions, and data from various academic environments. The “culture of evidence” is the foundational terrain for WR 222.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students in WR 222 are expected to demonstrate a breadth and depth of knowledge of their chosen field. Students choose their own academic fields to work in, and in their course of their research they acquire a scholar’s understanding of that field. In other words, developing a historical perspective is a requisite for doing sound intellectual work.
C. Understanding of themselves and their natural and technological environments.	A major brunt of the work in WR 222 is done on the computer: almost every draft of their papers are done via word processing; students do most of their research online, usually working with academic databases; and students acquire a deep understanding of informational literacy, which resides at the cutting edge of technology in higher learning.
D. Ability to reason qualitatively and quantitatively.	Students in WR 222 learn how to analyze graphic data (e.g., scattergrams, charts, etc) as well as to draw inferences. They learn all aspects of textual analysis and explication. They learn some aspects of formal logic and considerable areas in informal logic, such as the enthymeme. In order to successfully compose a ten-page research article, a student must possess a very high order of reasoning capability.
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	WR 222 teaches students how to write a research article that is presentable for publication. Academic scholarship aesthetics are a cornerstone to the foundation for this course’s curriculum.
G. Understanding of the ethical and social requirements of responsible citizenship.	In order to successfully complete this course, students need to demonstrate a high level of accuracy, precision, fairness and balance, and intellectual honesty—all attributes of ethical, responsible citizenship.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

- Demonstrate critical thinking and problem-solving in the context of research by showing observational skills, drawing reasonable inferences from a variety of sources, perceiving and establishing relationships among multiple sources, as well as evaluating and analyzing the structure and organization of sources and own writing.
- Independently locate, examine, select, evaluate, and use various primary and secondary sources (including academic, printed, electronic, and/or interview-based)
- Practice and demonstrate skills necessary to research writing, such as paraphrase, summary, direct quotation, citation, and documentation
- Understand the ethics of research and avoid plagiarism

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

WR 222 is at core a course in text and textualism. It's all arts and letters insofar as research has historically been an intellectual project centered on textualism. Research writing is a humanistic enterprise where logos, the written word, is at the core. That is fundamentally what "arts and letters" is about.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

A scholarly research article is 100% critical writing. The entire paper is founded on the practices and principles of critical thinking. Students learn, for example, how to locate and cite reliable sources. This may sound easy, but it is one of the most challenging activities any college student will ever face. WR 222 is a rigorous course in the synthesis of critical thinking and critical writing. Even the physical act of research is based on analysis (such as how to physically utilize a college library).

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kathy O'Shaughnessy and Cynthia Kimball	koshaugh@pcc.edu; ckimball@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 240	Course Title:	Creative Writing—Nonfiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 240	Course Title:	Creative Writing—Nonfiction
Course Description:	Introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis. Prerequisite: WR 121.		
Course Outcomes:	Upon completion of the course, students will be able to: 1. Extend the skills learned in WR 121 such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. 2. Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. 3. Recognize what is meant by "creative nonfiction," paying particular attention to the way creative nonfiction applies techniques commonly used in fiction such as characterization, setting, dialogue, flashbacks, summary and scene to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing, including in-person interviews. In addition, recognize ethical considerations about the responsibility of the writer in terms of subject matter and sources in non-fiction writing. 4. Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view. 5. Read essays by a wide variety of established writers and be able to read them well, using their understanding of the elements of creative nonfiction to critique others' essays constructively, and receive and use workshop criticism of their own essays. 6. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing it with the foreknowledge the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an

awareness of the role played by gender and by various cultures

C. understanding of themselves and their natural and technological environments

D. ability to reason qualitatively and quantitatively

E. ability to conceptually organize experience and discern its meaning

F. aesthetic and artistic values

G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.

b. The course attempts an examination or analysis of the discipline to which it belongs.

c. The course explores questions related to values, ethics and belief within the human experience.

d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.

In order to effectively write from multiple points of view, especially those different from their own in terms of age, gender, class or ethnicity (outcome 4), students must consider the relation of personal stories to larger historical narratives, and have both local and global historical perspectives in order to create convincing characters that avoid cultural stereotypes.

C. Understanding of themselves and their natural and technological environments.

Recognizing the participatory role for the author within the experience that forms the subject of writing (outcome 3) requires students to work at understanding themselves in context. Students explore their environments to write personal essays about their connection to a place, whether those are in the natural world or the urban landscape. They also investigate local issues in part by conducting in-person interviews with local authorities on their topics.

D. Ability to reason qualitatively and quantitatively.

E. Ability to conceptually organize experience and discern its meaning.

Students read models of the craft critically and hone their skills in writing implied theses for both personal and investigative essays, conduct investigative research both in-person and online, organize material through both creative techniques in scenes and through their own analysis and documentation of outside sources .

F. Aesthetic and artistic values.

Students explore and work on creative techniques, reading professional pieces as models to develop their own aesthetic toolkits for dialogue, chronological and paratactic experimentation, and vocabulary expansion. They adapt sentence structure, revising for clarity and artistic expression of voice and style.

G. Understanding of the ethical and social requirements of responsible citizenship.	The workshop method of students' reading and critiquing each others' work fosters a mutually respectful community of student writers. Students must consider the ethical issues regarding the writer's responsibility in terms of subject matter and sources in non-fiction writing (outcome 3).

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Extend the skills learned in WR 121, such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting.

3. Recognize what is meant by "creative nonfiction," paying particular attention to the way creative nonfiction applies techniques commonly used in fiction such as characterization, setting, dialogue, flashbacks, summary and scene to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing, including in-person interviews. In addition, recognize ethical considerations about the responsibility of the writer in terms of subject matter and sources in non-fiction writing.

4. Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view.

5. Read essays by a wide variety of established writers and be able to read them well, using their understanding of the elements of creative nonfiction to critique others' essays constructively, and receive and use workshop criticism of their own essays.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	The course enables students to do this through rigorous engagement of their own creative process of prewriting, writing, and revising their own work. They also get feedback from their peers in the workshop process.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of their own writing, that of their peers and that of published writers, which represent a wide variety of powerful human experiences from around the world.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters 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
	Elissa Rust	elissa.rust@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 241	Course Title:	Creative Writing - Fiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 241	Course Title:	Creative Writing - Fiction

Course Description:	Focuses on writing short fiction for class discussion and analysis in a workshop setting. Read and analyze established writers for techniques, structures, and styles. Explores the creative writing process from development of an idea to revision of a manuscript. Write 4000-6000 words of original short fiction, including at least one revised short story of 1500 words or more.

Course Outcomes:	- o Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view). - o Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. - o Read peer fiction closely and analytically in order to contribute to peer workshops in a thoughtful and critical manner.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Reading works from a variety of established authors will help students understand 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	Reading works from a variety of authors, both past and present, will aid in students' appreciation of history from a global perspective and personal perspective, and studying those authors will increase an awareness of the role played by gender and various cultures.

and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Writing fiction and having it workshopped by peers helps students understand themselves better and the technology which they use to produce and edit/revise that fiction.
D. Ability to reason qualitatively and quantitatively.	As students critique one another's fiction, they learn to reason qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	Reading and writing fiction helps students conceptually organize experience and discern its meaning.
F. Aesthetic and artistic values.	One of the main focuses of the course is recognizing the aesthetic and artistic values in fiction.
G. Understanding of the ethical and social requirements of responsible citizenship.	Reading great works of literature brings a new understanding of the ethical and social requirements of responsible citizenship.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	- o Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view). - o Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. - o Read peer fiction closely and analytically in order to contribute to

	peer workshops in a thoughtful and critical manner.

*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	When students workshop their writing in a peer setting, they are "interpreting and engaging in the Arts and Letters." This course focuses on the creative process of the fiction writer as a means of better understanding the world around them. This course introduces students to the fundamentals of fiction writing and how to apply them, and also teaches them to differentiate between fiction and other genres of writing.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	By reading and critically analyzing the work of established fiction writers (both past and contemporary), students are seeing a broader range of the human experiences and making connections between their own experience and a more global human experience.

*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Michael McDowell	mmcdowel@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 242	Course Title:	Creative Writing (Poetry)
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 242	Course Title:	Creative Writing (Poetry)
Course Description:	Focuses on writing and submitting poetry for class discussion and analysis in a workshop setting. Study established poets for techniques, structures, and styles. Prerequisites: WR 115 and RD 115 or equivalent placement test scores.		
Course Outcomes:	Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work. 2. Employ the various techniques and elements of poetry such as imagery, metaphor, line-breaks, alliteration, assonance, and meter to write poems. 3. Use self-reflection and techniques for employing the imagination to generate new poems and then to revise the poems, using techniques for "re-entering" or "re-seeing" a piece of writing. 4. Use critical thinking and problem solving to critique others' poems and communicate suggestions about strengths and weaknesses of drafts to peers. 5. Prepare and submit manuscripts for publication or performance and engage in a community of writers.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students read a variety of poems from American, Anglophone, and foreign-language cultures (in translation); poetry is often the most eloquent and insightful representation of a culture's essence. In discussion of the readings, students relate the poetry to their own writing, set in their own culture.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The reading of poetry from other eras and other cultures as models for their own personal writing generates an appreciation of personal and public history from both global and personal perspectives. A great deal of poetry explores conflicts and tensions resulting from gender differences, which inevitably becomes a subject of discussion.
C. Understanding of themselves and their natural and technological environments.	The writing of lyric poetry is an exploration of the self's relation to the greater world. All subjects are open for exploration in the students' creative writing, which means that natural, built, and technological environments become part of their writing.
D. Ability to reason qualitatively and quantitatively.	Much of the class is devoted to "workshopping" of the poems produced by class members, which means rational analysis of class poems, after the often irrational and heavily emotional production of the poems. Quality is essential to the pursuit of good writing; quantitative analysis comes into play in the evaluation of meter in traditional-form poetry.
E. Ability to conceptually organize experience and discern its meaning.	Creative writing is the practice of conceptually organizing experience and making sense of its meaning—or, because meaning actually exists only in people and not in experience, <i>creating</i> meaning out of the chaos of experience.
F. Aesthetic and artistic values.	As with all creative writing courses, this course centers on the study and development of aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students develop an understanding of ethical and social requirements of citizenship both in the community of the classroom, where in speech and in writing they critique the work of the other students—a risky, emotion-charged business demanding the ultimate in tact and fairness—and in the larger world where a culture's literature defines its values.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work.
2. Employ the various techniques and elements of poetry such as imagery, metaphor, line-breaks, alliteration, assonance, and meter to write poems.
3. Use self-reflection and techniques for employing the imagination to generate new poems and then to revise the poems, using techniques for "re-entering" or "re-seeing" a piece of writing.
4. Use critical thinking and problem solving to critique others' poems and communicate suggestions about strengths and weaknesses of drafts to peers.
5. Prepare and submit manuscripts for publication or performance and engage in a community of writers.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

Students read and interpret world poetry, and they write poetry.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

Students analyze the poetry of established writers from different eras and countries, and engage in textual analysis which, as in any course that studies literature, involves analyzing "values and ethics within a range of human experience and expression."

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Maria Caruso	mcaruso@pcc.edu

SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@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:	WR 243/247	Course Title:	Creative Writing: Scriptwriting

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description: Course Description Focuses on writing and submitting theater and film scripts for class discussion and analysis. Studies established writers for techniques, structures, and styles. Prerequisites: WR 115 and RD 115 or equivalent placement test scores.	

Course Outcomes:	Course outcomes for 247 - Write scripts that use the elements of drama—such as plot, character, diction, theme and spectacle—in a complex way to create a theatrical experience for stage or screen. - Analyze subjects for story potential, originality, and personal and social relevance. - Revise short and full-length scripts for the unification of form, content and structure. - Read and analyze established authors from a variety of cultural and social backgrounds. - Vary narrative and pacing strategies in the revision of scripts. - Employ different script forms (stage, screen, short and full length) to allow for different kinds of storytelling and levels of complexity. Course outcomes for 243 - Write scripts that use the elements of drama—such as plot, character, diction, theme and spectacle—in combination to create a theatrical experience for stage or screen. - Analyze subjects for story potential, originality, and personal and social relevance. - Revise scripts for the unification of form, content and structure.

	Read and analyze established authors from a variety of cultural and social backgrounds

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students explore script ideas based on their own cultural backgrounds and those of others'. Topics and concepts discussed in class are put into a cultural perspective. Students discuss how to be appropriately culturally inquisitive. Students read plays and scripts that represent different 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.	Students will read plays and scripts from various cultures, some of which address issues of gender. In addition, the student writers will write from the perspective of their gendered experiences.
C. Understanding of themselves and their natural and technological environments.	Students write from a position of self-reflection and personal experience, and place their scripts and plays in settings that reveal the technological and natural environments that surround them.
D. Ability to reason qualitatively and quantitatively.	Reason is used in developing the logical progression of a script or a play's events by the students writers. The search for meaning is engaged in at the level of both writing and reading finished manuscripts that an audience can understand.

E. Ability to conceptually organize experience and discern its meaning.	The concept of a script or a play is a method of organizing experience in order to discern its meaning.
F. Aesthetic and artistic values.	The aesthetics of the written language are paramount. Artistic values are stressed by examining the work of published writers for technique.
G. Understanding of the ethical and social requirements of responsible citizenship.	Writing drama has at its heart the desire to understand our roles as human beings, in both ethical and social contexts.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters**Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Write scripts that use the elements of drama—such as plot, character, diction, theme and spectacle—in a complex way to create a theatrical experience for stage or screen.

Analyze subjects for story potential, originality, and personal and social relevance.

Revise short and full-length scripts for the unification of form, content and structure.

Read and analyze established authors from a variety of cultural and social backgrounds.

Vary narrative and pacing strategies in the revision of scripts.

Employ different script forms (stage, screen, short and full length) to allow for different kinds of storytelling and levels of complexity.

*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

Write scripts that use the elements of drama—such as plot, character, diction, theme and spectacle—in a complex way to create a theatrical experience for stage or screen.

Analyze subjects for story potential, originality, and personal and social relevance.

Revise short and full-length scripts for the unification of form, content and structure.

Read and analyze established authors from a variety of cultural and social

	backgrounds. Employ different script forms (stage, screen, short and full length) to allow for different kinds of storytelling and levels of complexity.
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Write scripts that use the elements of drama—such as plot, character, diction, theme and spectacle—in a complex way to create a theatrical experience for stage or screen. Analyze subjects for story potential, originality, and personal and social relevance. Revise short and full-length scripts for the unification of form, content and structure. Read and analyze established authors from a variety of cultural and social backgrounds. Vary narrative and pacing strategies in the revision of scripts. Employ different script forms (stage, screen, short and full length) to allow for different kinds of storytelling and levels of complexity.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science	
Outcomes:	
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
Criteria:	
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.	

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**	

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics	
Outcomes: As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
Criteria: A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "use appropriate mathematics to solve problems"?**	
How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
**Note: Between your answers to the two outcomes questions above, you need to address all seven criteria.	

Arts and Letters 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
	Elissa Rust	elissa.rust@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 244	Course Title:	Advanced Creative Writing - Fiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 241	Course Title:	Creative Writing - Fiction
Course Description:	Focuses on continuing to apply the techniques and structures of fiction writing in a workshop setting introduced in WR 241. Read and analyze established writers for techniques, structures, and styles. Explores the creative writing process from development of an idea to revision of a manuscript. Write 6000-8000 words of original short fiction, including at least one revised short story of 3000 or more words.		
Course Outcomes:	- o Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view). - o Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. - o Read peer fiction closely and analytically in order to contribute to peer workshops in a thoughtful and critical manner.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Reading works from a variety of established authors will help students understand 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	Reading works from a variety of authors, both past and present, will aid in students' appreciation of history from a global perspective and personal perspective, and studying those authors will increase an awareness of the role played by gender and various cultures.

and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Writing fiction and having it workshopped by peers helps students understand themselves better and the technology which they use to produce and edit/revise that fiction.
D. Ability to reason qualitatively and quantitatively.	As students critique one another's fiction, they learn to reason qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	Reading and writing fiction helps students conceptually organize experience and discern its meaning.
F. Aesthetic and artistic values.	One of the main focuses of the course is recognizing the aesthetic and artistic values in fiction.
G. Understanding of the ethical and social requirements of responsible citizenship.	Reading great works of literature brings a new understanding of the ethical and social requirements of responsible citizenship.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	- o Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view). - o Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. - o Read peer fiction closely and analytically in order to contribute to

peer workshops in a thoughtful and critical manner.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**

When students workshop their writing in a peer setting, they are "interpreting and engaging in the Arts and Letters." This course focuses on the creative process of the fiction writer as a means of better understanding the world around them. This course introduces students to the fundamentals of fiction writing and how to apply them, and also teaches them to differentiate between fiction and other genres of writing.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**

By reading and critically analyzing the work of established fiction writers (both past and contemporary), students are seeing a broader range of the human experiences and making connections between their own experience and a more global human experience.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Michael McDowell	mmcdowel@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 245	Course Title:	Advanced Creative Writing—Poetry
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 245	Course Title:	Advanced Creative Writing— Poetry

Course Description:	Extends the introduction to the craft of poetry in WR 242. Write poetry, have work critiqued by peers and the instructor, and critique the work of others in a workshop setting. Students without WR 242 may enter the class with instructor permission. Prerequisite: WR 242 and its prerequisite requirements.

Course Outcomes:	Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work. 2. Employ the techniques presented in WR 242, such as imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways 3. Identify metrical patterns within a poem and write poems employing various forms, such as sonnets, villanelles, sestinas, and syllabics 4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own poems for publication 5. Engage in the local poetry scene, becoming familiar with poetry websites, poetry awards, live poetry readings, poetry workshops, and publication opportunities, and submit manuscripts for publication or performance. 6. Study the poetics of established poets and reflect upon their own values to develop their own personal poetics.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree

programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students read a variety of poems from American, Anglophone, and foreign-language cultures (in translation); poetry is often the most eloquent and insightful representation of a culture's essence. In discussion of the readings, students relate the poetry to their own writing, set in their own culture.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The reading of poetry from other eras and other cultures as models for their own personal writing generates an appreciation of personal and public history from both global and personal perspectives. A great deal of poetry explores conflicts and tensions resulting from gender differences, which inevitably becomes a subject of discussion.
C. Understanding of themselves and their natural and technological environments.	The writing of lyric poetry is an exploration of the self's relation to the greater world. All subjects are open for exploration in the students' creative writing, which means that natural, built, and technological environments become part of their writing.
D. Ability to reason qualitatively and quantitatively.	Much of the class is devoted to "workshopping" of the poems produced by class members, which means rational analysis of class poems, after the often irrational and heavily emotional production of the poems. Quality is essential to the pursuit of good writing; quantitative analysis comes into play in the evaluation of meter in traditional-form poetry.
E. Ability to conceptually organize experience and discern its meaning.	Creative writing is the practice of conceptually organizing experience and making sense of its meaning—or, because meaning actually exists only in people and not in experience, <i>creating</i> meaning out of the chaos of experience.
F. Aesthetic and artistic values.	As with all creative writing courses, this course centers on the study and development of aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students develop an understanding of ethical and social requirements of citizenship both in the community of the classroom, where in speech and in writing they critique the work of the other students—a risky, emotion-charged business demanding the ultimate in tact and fairness—and in the larger world where a culture's literature defines its values.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work.
2. Employ the techniques presented in WR 242, such as imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways
3. Identify metrical patterns within a poem and write poems employing various forms, such as sonnets, villanelles, sestinas, and syllabics
4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own poems for publication
5. Engage in the local poetry scene, becoming familiar with poetry websites, poetry awards, live poetry readings, poetry workshops, and publication opportunities, and submit manuscripts for publication or performance.
6. Study the poetics of established poets and reflect upon their own values to develop their own personal poetics.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	Students read and interpret world poetry, and they write poetry
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	Students analyze the poetry of established writers from different eras and countries, and engage in textual analysis which, as in any course that studies literature, involves analyzing “values and ethics within a range of human experience and expression.”
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Michael McDowell	mmcdowel@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 246	Course Title:	Advanced Creative Writing, Editing & Publication
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 246	Course Title:	Advanced Creative Writing, Editing & Publication
Course Description:	Emphasizes development of craft in students' writing while introducing basics of editing others' manuscripts and preparing them for publication in a variety of forms, including an annual student literary magazine. May be repeated twice for credit. Students are required to have instructor permission in addition to or in place of the listed course prerequisites. Prerequisites: (WR 240 or 241 or 242 or 243) and (WR 244 or 245) and their prerequisite requirements.		
Course Outcomes:	Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of the course, students should be able to: 1. Solicit and then read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts. 2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing. 3. Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as writers. 4. Participate in a complete publication cycle, engaging in the mechanics of keyboarding, design, layout, and proofreading; and communicate effectively with the professionals who handle other aspects of publication, such as the printing and binding. 5. Write their own creative writing with greater knowledge and self-awareness.		

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values

G. understanding of the ethical and social requirements of responsible citizenship
Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students read a variety of literature from American and other cultures; literature is the eloquent and insightful representation of a culture's essence. In discussion of the readings, students relate the literature to their own writing as well as the writing submitted to the class by the larger community for publication.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The reading of literature from other eras and other cultures as models for their own personal writing generates an appreciation of personal and public history from both global and personal perspectives. A great deal of literature explores conflicts and tensions resulting from gender differences, which inevitably becomes a subject of discussion.
C. Understanding of themselves and their natural and technological environments.	Creative writing is an exploration of the self's relation to the greater world. All subjects are open for exploration in the students' writing, which means that natural, built, and technological environments become part of their writing.
D. Ability to reason qualitatively and quantitatively.	The class involves "workshopping" of the writing produced by class members, which means fair and rational analysis of class writing. In addition, students must analyze and evaluate manuscripts submitted for publication, which requires choosing the highest quality pieces and then "copyfitting," or figuring how to fit a variable amount of writing onto a set number of pages of particular dimensions.
E. Ability to conceptually organize experience and discern its meaning.	Creative writing is the practice of conceptually organizing experience and making sense of its meaning—or, because meaning actually exists only in people and not in experience, <i>creating</i> meaning out of the chaos of experience.
F. Aesthetic and artistic values.	The class centers on the development of two kinds of aesthetic and artistic values: in the students' own writing and the writing submitted for publication; and in the creation of magazines and books as aesthetic objects in their own right.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students develop an understanding of ethical and social requirements of citizenship both in the community of the classroom, where in speech and in writing they critique the work of the other students—a risky, emotion-charged business demanding the ultimate in tact and fairness—and in the larger

	world where a culture's literature defines its values.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

1. Solicit and then read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts.
2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.
3. Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as writers.
4. Participate in a complete publication cycle, engaging in the mechanics of keyboarding, design, layout, and proofreading; and communicate effectively with the professionals who handle other aspects of publication, such as the printing and binding.
5. Write their own creative writing with greater knowledge and self-

	awareness.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Students read and interpret creative writing, they write poetry, fiction, scripts, and creative nonfiction, and they create books and magazines as aesthetic objects.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students analyze the writing of established writers from different eras and countries, and engage in textual analysis which, as in any course that studies literature, involves analyzing "values and ethics within a range of human experience and expression."

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

<http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc>

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:

For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kathy O'Shaughnessy and Cynthia Kimball	koshaugh@pcc.edu; ckimball@pcc.edu
SAC Chair	Name	E-mail Address
	Andrew Cohen	Andrew.cohen@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WR 248	Course Title:	Advanced Creative Writing—Nonfiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR 248	Course Title:	Advanced Creative Writing—Nonfiction

Course Description:	WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Explores the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis. Prerequisite: WR 240.

Course Outcomes:	Upon completion of WR 248 with a "C" or higher, students will be able to: 1. Extend the skills learned in WR 240, such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. 2. Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. 3. Develop a personal style and voice in their writing and critical skill for evaluating their own writing, that of their peers, and that of their professional models. 4. Exhibit proficiency in the use of literary elements and techniques of creative nonfiction, such as literal vs. invented truth, dialogue, characterization, setting, scenes, flashbacks, juxtaposition, figurative language, and point of view. 5. Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity. 6. Use standard manuscript form to prepare and submit essays for publication or performance.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	In order to effectively write from multiple points of view, especially from those substantially different from their own in terms of age, gender, class or ethnicity (outcome 5), students must be aware not only of their own history but also have a global historical perspective in order to create convincing characters that avoid cultural stereotypes.
C. Understanding of themselves and their natural and technological environments.	Students explore their environments to write personal essays about their connection to a place, whether those are in the natural world or the urban landscape. They also investigate local issues in part by conducting in-person interviews with local authorities on their topics.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students hone their skills in writing an implied, rather than stated thesis for both personal and investigative essays, conduct investigative research both in-person and online, organize material through both creative techniques in scenes and through their own analysis and documentation of outside sources .
F. Aesthetic and artistic values.	Students work on advanced creative techniques, including writing interior and exterior dialogue, using juxtaposition, flashbacks and montage. They adapt sentence structure, revising for clarity and artistic expression of voice and style.
G. Understanding of the ethical and social requirements of responsible citizenship.	The workshop method of students' reading and critiquing each others' work fosters a mutually respectful community of student writers. Because of their previous workshop experience, advanced students often take the lead in class discussions of the ethical choices involved in subject matter, revealing sources, invention and reporting.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life;
- and

- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

1. Extend the skills learned in WR 240, such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting.
3. Develop a personal style and voice in their writing and critical skill for evaluating their own writing, that of their peers, and that of their professional models.
4. Exhibit proficiency in the use of literary elements and techniques of creative nonfiction, such as literal vs. invented truth, dialogue, characterization, setting, scenes, flashbacks, juxtaposition, figurative language, and point of view.
5. Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**

The course enables students to do this through rigorous engagement of their own creative process of prewriting, writing, and revising their own work. They also get feedback from their peers in the workshop process.

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**

The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of their own writing, that of their peers and that of published writers, which represent a wide variety of powerful human experiences from around the world.

***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "use appropriate mathematics to solve problems"?**

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**

****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.